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This report is a model of an extensive feasibility study for the establishment of a 4-county junior college district. It covers all aspects of organizing and pursuing the study. From questionnaires and census data, the committees compiled demographic information on the area and on the educational needs of adults, business, and industry. The survey uses various methods for projecting enrollment figures and gives recommendations on curricula for various programs: pre-professional college-parallel, vocational-technical, adult or continuing, community service, student personnel service, and student activities. It examines administrative, supervisory, and faculty organization; considers building and site needs; outlines the financial structure; and proposes an operating budget. Charts, tables, and appendices give details on several parts of the study. (HH)

LEWIS AND CLARK EDUCATIONAL FOUNDATION

FOUR COUNTY

COMMUNITY JUNIOR COLLEGE SURVEY

(MADISON, MACOUPIN, JERSEY, CALHOUN)

A FEASIBILITY STUDY

119 p.

EDUCATION DIVISION • SOUTHERN ILLINOIS UNIVERSITY • EDWARDSVILLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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JUNIOR COLLEGE DISTRICT FEASIBILITY STUDY FOR THE LEWIS AND CLARK EDUCATIONAL FOUNDATION

September 1966

Prepared by the

Education Division
Southern Illinois University
Edwardsville

THE SURVEY TEAM:

Henry T. Boss. Director

George H. Goodwin, Co-Director

Howard D. Southwood, Dean

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 27 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Letter of Transmittal

LEWIS AND CLARK EDUCATIONAL FOUNDATION

September 8, 1966

Illinois State Junior College Board
223 1/2 East Washington Street
Springfield, Illinois

Gentlemen:

This feasibility study to determine the need for the establishment of a community junior college in this region of the state is submitted in accordance with the requirements contained in Section 3-2, House Bill 1710, 7th General Assembly.

The Steering Committee of the Foundation contracted with the Education Division of Southern Illinois University, Edwardsville, for the direction and preparation of the feasibility study. This study, presented herewith, is the work of the survey team assisted by the Steering Committee and seven sub-committees. Appreciation is extended to all who participated in the work of this survey during recent months.

Copies of this study will be distributed to lay and professional leaders throughout the proposed community junior college area with the hope that it will be carefully reviewed and made known to all citizens. It is the intent of the Foundation to give area residents an opportunity to indicate their support for a community college.

Very sincerely,

WILBUR R. L. TRIMPE

General Chairman

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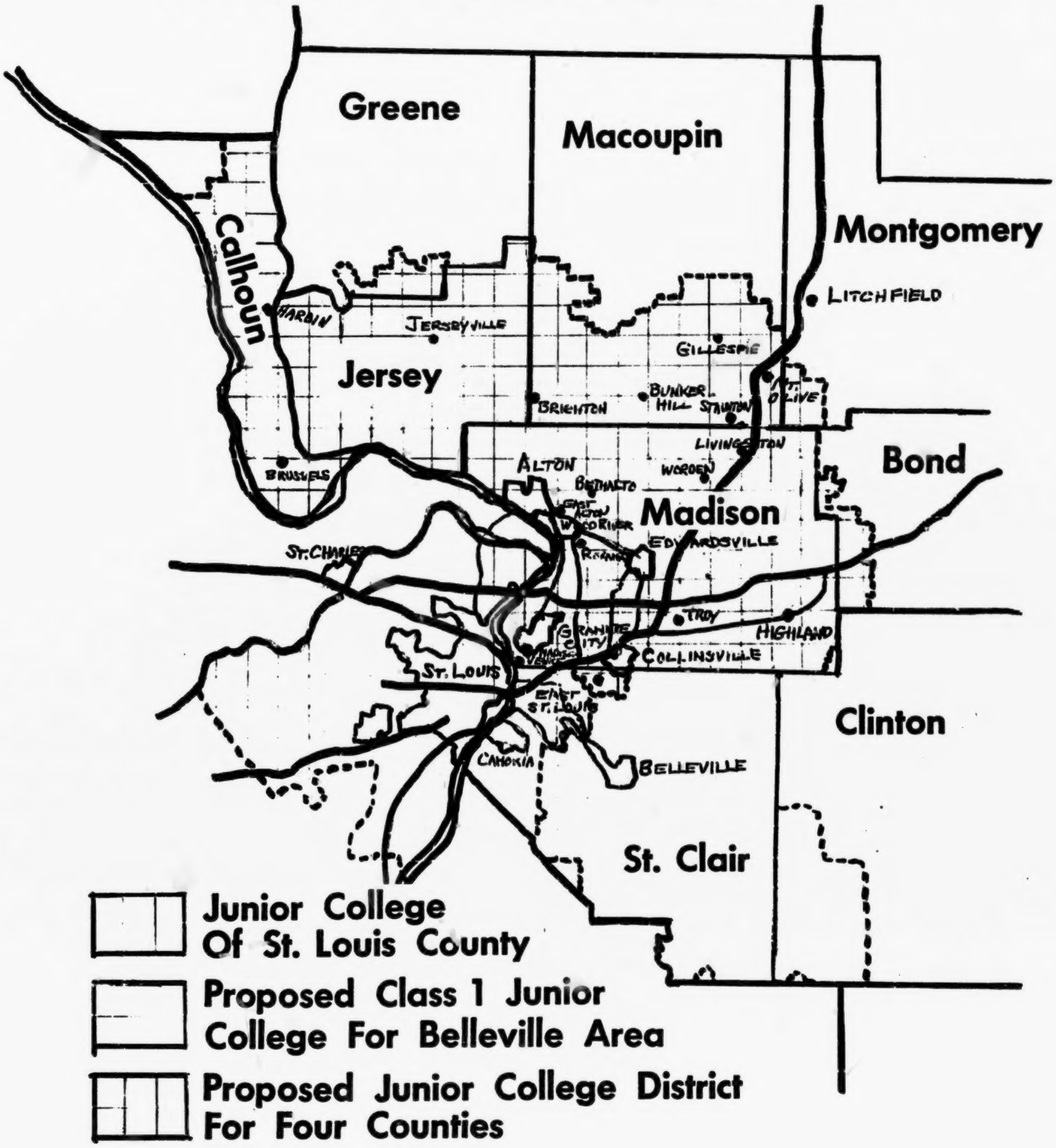
PROPOSED JUNIOR COLLEGE DISTRICT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Hardin
Jerseyville
Litchfield
Gillespie
Jersey
Brighton
Bunker Hill
Staunton
Mt. Olive
Livingston
Bond
Brussels
Alton
Worden
Bethalto
East Alton
Wood River
Madison
Edwardsville
Roxana
St. Charles
Granite City
Troy
Highland
Madison
Venice
Collinsville
St. Louis
East St. Louis
Clinton
Cahokia
Belleville
St. Clair
Junior College Of St. Louis County
Proposed Class 1 Junior College For Belleville Area
Proposed Junior College District For Four Counties

CHAPTER I

THE NATURE AND BACKGROUND OF THE COMMUNITY COLLEGE

America's community junior college is a twentieth century educational institution. It is an Illinois heritage and the light of its future. In 1902 the citizens and elected representatives of the Joliet, Illinois, Board of Education authorized the establishment of the first two-year institution offering college-level instruction in the United States. Since then, the publicly supported junior college has been expanding rapidly especially since the end of World War II. Today it is the country's most rapidly growing type of educational institution. From a total of 610 junior colleges in 1940, the number by 1964 had reached 719. The enrollment has increased from 232,162 students in 1940 to 1,152,086 in junior colleges in 1965. Growth in the state of Illinois has paralleled the record on the national level, with a total of 64,589 students in attendance in Illinois' public community junior colleges by 1965.

This rapid increase in community college enrollment attests to the widening recognition received by this new institution throughout the United States and in Illinois, but does not present its meaning and function. Both youth and adults consider it an appropriate institution for post high school education. The larger adult population considers the community college to be a direct contribution to the enrichment of community life. Its role in continuing education has made it a part of life for over 40,000,000 adults in this country.

The community college is a unique service institution meeting the educational needs of its area citizens at the higher education level. Since no two communities are alike, it is natural that the needs of each will differ in nature. Because the community junior college is close to the people that it serves, residents of the area are in a position to participate in and contribute to an instructional program that will satisfy their special requirements.

Although the roles of the community college are many, they can be grouped into several logical categories. A list of them is made to present a picture of the potential of such a college in a given community. The residents of the area served by a community college will determine which functions would be provided and degrees of emphasis of each.

Functions of a community college:

General Education: A student receives training that will enable him to perform effectively in his family, community, and culture.

College Parallel Education: It provides the first two years of college instruction for those who plan to transfer to four year institutions. This would include liberal arts and general pre-professional instruction.

Vocational-Technical Education: Provides training for students who will take their places in society as effective technicians. This training, sometimes called terminal education, is primarily designed to help the student achieve occupational competence in the vocational-technical fields. In addition to career preparation, the curriculum is designed for individual maturation and responsibility.

Orientation and Guidance: The institution should develop an ability to assist young people to select careers in harmony with their desires and abilities. Assistance is given to help students to discover their talents, and prepare themselves for their life's work as well as other interests as a contributing member of society.

Adult Education: The great need of continuing education for all adults can be given impetus through the community college. Programs of training may include cultural and vocational schooling to help adults in the area served by the college to fulfill their educational desires.

> Removal of Educational Deficiencies: An important function is assisting students to meet college or university entrance requirements. This would help students remove deficiencies so they can qualify for entrance into an institution considered suitable for them.

Contributions of a community college can be several. Financially, it offers educational opportunities to young people of an area at a relatively low cost. This is particularly attractive when students can gain skills which will increase their value to the economy of the community. Because community colleges are designed by and for the population they serve, they are truly community centers. Music, dramatic, art, and other cultural activities can be developed. Many scholastic activities of the area's elementary and secondary school districts, where they involve inter-school or inter-district competitions and performances, can be appropriately staged in the central facilities of a community college.

In today's complex and rapidly changing world, continuing education is a necessity. In many states enrollments in adult education classes exceed the many thousands of students enrolled in regular day class programs. Further, two year community colleges are quite often located in areas where a state college or university is located. Santa Barbara Community College in 1965 had an enrollment of 3300 full-time students and one of California's universities is located in that city. Similar enrollments have been experienced in other cities and states.

The student body of the public community college tends to be heterogeneous in high school achievement, vocational goals, motivation, range and types of ability, and age. For this reason these institutions provide a varied curriculum, guidance and counseling, and extra-curricular activities. Generally these students may be classified as those who:

> Seek a background in general education, frequently for the cultural values it affords.
>
> For family, financial, or personal reasons desires to attend a college within commuting distance of their home.
>
> Require specialized vocational-technical training that will qualify them for entrance into positions of this type in the community.
>
> Are unsure of their vocational objectives and can utilize the guidance that a community college can offer to begin their post high school education.
>
> Require continuing education of some type in order to advance in their areas of employment.
>
> Were under-achievers in high school, and must have an opportunity to remove their deficiencies.
>
> Desire to learn how to use their increasing leisure time more wisely and productively.

It is the wide range of students and the challenges which they present to educators that makes the community college a fascinating and dynamic institution. Providing the needed educational services for these people will develop an institution that is a source of pride for its community.

The years since World War II have witnessed a tremendous increase in the number of community junior colleges throughout the country. Certain of the states have established and expanded their public community colleges more rapidly than others. Among them are California, Florida, Texas, Massachusetts, and Illinois. Enabling legislation with adequate financing has encouraged the growth of these institutions within particular states and the state of Illinois has recently set the stage for the great expansion in community colleges now taking place. Illinois House Bill

1710 has provided an obvious incentive for the establishment of Class I junior colleges at appropriate locations throughout the state. Ten of the unique advantages of such colleges are outlined in the following paragraphs.

> The community college has taken increased responsibility for providing the first two years of academic transfer work. This is becoming so common that a number of four year institutions are increasingly leaving lower division instruction to the two-year junior colleges.
>
> The two-year institutions are assuming roles as multi-purpose schools serving their communities for all post-high school education.
>
> It has been found that students who may be physically, emotionally, psychologically, or otherwise immature have more opportunity for success in a smaller institution where a more integrated program provides a feeling of identity that larger colleges usually lack.
>
> Students have the opportunity to complete a curriculum qualifying them to enter into business or industry without having to leave the home community.
>
> These colleges under local control can fill specific needs of communities they serve, thus providing educational opportunities not already available or supplementing them where they are in short supply.
>
> Students spend money locally for all their expenses rather than in some distant area. The operating expenses are also spent locally and help stimulate the economy of the community served. These direct economic benefits are in addition to the values a community gains from an advanced educational level in its residents.
>
> The "open-door" policy of such a college allows all high school graduates in the area to receive the instruction most appropriate for them. A varied curriculum, coupled with effective guidance, insures the student greater opportunity for success in preparation for a meaningful and happy life.
>
> A distinctive feature of these schools is the provision of intensive guidance provided at an important period in each student's life.
>
> This type of institution is the community's college. It is not shared with other areas of the state. It is

uniquely the community's own, its highest public educational institution. It can serve every age group in the population as a center of learning, enrichment, and cultural activity.

Lastly, as the community college is a relatively new institution in American higher education, it is not restricted by the inhibiting hand of tradition. It will maintain a flexible curricula which meet changing needs. It consistently involves the lay leaders of the community in plans, programs, and evaluation. Free to develop in its own special fashion, it promises to become an integral part of its community -- serving it in an amazingly wide variety of ways.

Over one of every four students who begin higher education each year in the United States begin this education in community college. There is increasing realization that quality and attention to individual needs are more important to students than size and quantity considerations. As state after state forms new community colleges, they include them as part of the broad system of higher education. Illinois is moving into this phase and dozens of communities are working toward the formulation of their own college as a part of this new state wide system of higher education. Such a system can reach every needful person in every community and offer each the key to self improvement.

CHAPTER II

HISTORY AND ORGANIZATION OF THE STUDY

State-wide study throughout Illinois has resulted in the development of a master plan for higher education in Illinois. In December 1963, a report presented to the Illinois Board of Higher Education included a special section on Two-Year Colleges. It is important that in Illinois, the birthplace of America's first public junior college, the master plan for higher education gave particular emphasis to the future development of such colleges. This master plan proposed and recommended a network of community junior colleges throughout Illinois, affording various areas of the state the opportunity and right to provide and control post high school education for their particular geographic district. On July 15, 1965, "The Public Junior College Act", enacted by the Illinois State Legislature, was signed into law. It set forth requirements for the formation of new public junior colleges and provided financial assistance for areas to establish and/or improve junior colleges. This act has precipitated the formation of Class I Junior Colleges in every portion of the state, both those located in the shadow of university campuses and those serving many areas more distant from established institutions of higher learning. While it can be said that the new law makes it financially desirable for an area to establish a "Class I Junior College", it should also be pointed out that local community leaders have seized upon the modern community junior college as an extremely useful cultural and educational center, and have assisted vigorously in its formation.

On November 1, 1966, a "kick-off" dinner to explore the possibility of forming a junior college district was held at Edwardsville, Illinois.

The meeting was called by Mr. Wilber R. L. Trimpe, Superintendent of Madison County Schools. Previously, school district representatives in Madison County had agreed to study the situation. At the meeting representatives of school districts in Jersey, Macoupin, and Calhoun counties expressed interest in joining the study. About 200 interested people appeared at this meeting and heard several guests speak to the general topic of junior colleges.

Dr. Howard D. Southwood, Dean of the Education Division, Southern Illinois University, Edwardsville, gave a general overview of need for a community junior college and opportunities it could provide with regard to this particular area and Illinois. County Superintendent Vincent A. Birchler, Randolph County, Illinois, related how six Southern Illinois Counties formed a steering committee and with consultant aid from Southern Illinois University, Carbondale, conducted a feasibility survey of their area. The group also heard Mr. Gerald Smith, Executive Secretary of the State Junior College Board, outline the steps that must be taken in order to form a junior college in accordance with the recent state laws.

During the period that followed consultation and discussion took place between the school administrators in Madison and adjacent counties to the north and representatives of the Education Division of Southern Illinois University, who were interested in making the feasibility survey. On December 14, 1965, County Superintendent Trimpe distributed a proposal prepared by the Education Division, Southern Illinois University, Edwardsville, outlining a feasibility study and estimated total costs. Representatives of the school boards meeting in the Madison County courthouse December 21, 1966, gave tentative approval to a Southern Illinois University team to carry out a study. Participating school districts through their boards of education voluntarily joined this group, voted to be assessed moneys to support costs, and agreed to form a steering committee and sub committe. One half of the cost was computed on the basis of average daily attendance of districts and the other half on assessed evaluation of the district.

Shortly thereafter this group formed a non-profit corporation named *The Lewis and Clark Educational Foundation*. Each participating district appointed a member to the Steering Committee. An effort was made to diversify committee membership. In addition to school district representatives, others were appointed to the Steering Committee. The group met once a month on Wednesday evenings and on special occasions to carry out its functions. Membership of the Steering Committee includes:

OFFICERS

General Chairman	Wilbur R. L. Trimpe	Bethalto
Vice Chairman	Russell Johnson	Granite City
Secretary	R. Mason Holmes	Bunker Hill
Treasurer	Art Northway	Wood River

DISTRICT REPRESENTATIVES

MADISON COUNTY

Roxana #1	Robert Kissack	Roxanna
Triad #2	John Wilhelm	Troy
Venice #3	John Gonterman	Venice
Livingston #4	Marion Verton	Livingston
Highland #5	Samuel R. Ambuehl	Highland
Edwardsville #7	Roy H. Fruit	Edwardsville
Bethalto #8	Kermit Harden	Bethalto
Granite City #9	Russell D. Johnson	Granite City
Collinsville #10	M. W. Grimm	Collinsville
Alton #11	Robert Minsker	Alton
Madison #12	William G. Schreiber	Madison
East Alton #13	Jerome Podesva	East Alton
East Alton-W.R. #14	Harold Carr	Wood River
Wood River #15	Arthur Northway Jr.	Wood River
Worden #16	Joe Naglich	Worden

MACOUPIN COUNTY

Mt. Olive #5	John W. McDowell	Mt. Olive
Staunton #6	J. Harold Diel	Staunton
Gillespie #7	Emery H. Martin	Gillespie
Bunker Hill #8	R. Mason Holmes	Bunker Hill
Southwestern #9	Troy L. Meyers	Piasa

CALHOUN COUNTY

Brussels #37	Eldon R. Twitchell	Brussels
Calhoun #40	Robert M. Allen	Hardin
Brussels-Richwoods #41	A. L. Seimer	Brussels

JERSEY COUNTY

Jerseyville #100	G. F. Roth	Jerseyville

OTHER REPRESENTATIVES

Jaycees	Charles H. Alexander	Edwardsville
Jaycees	Joe Meisenheimer	Bethalto
Co. Supervisor	Rodger Elble	Wood River
Tri-City Manufacturers	Cliff Blankenship	Granite City

Seven sub-committees were named. Members of each are listed below. The first person named is the chairman.

(1) Population and Projected Enrollment:

C. A. Henning	St. Jacob
Delbert Cobine	Wood River
Paul Hattery	Cottage Hills
Mike Kane	Wood River
Mrs. Ida Hanfelder	Granite City
Robert Eberle	Edwardsville
James McDonald	Brighton
Mrs. James H. Belote	Elsah

(2) Educational Program and Curriculum

A. Gordon Dodds	Edwardsville
John Pier	Venice
M. A. Wittevrongel	Granite City
Dr. James C. Hawkins	Staunton
C. R. Wright	Alton
John D. Daly	Collinsville
James Ufert	Wood River
L. D. Bauersachs	Jerseyville
Dr. Dave Roberson	Wood River
Madison County Builders Association Cliff Blankenship	Granite City

(3) Site and Building:

Ronald Dillard	Granite City
Olin Stratton	Highland
J. B. Johnson	Alton
Garland McDowell	Troy
Dr. Bill Roberson	Wood River
Harold Ellerman	Jerseyville
Mike Verticchio	Gillespie
Mike Leatherman	Venice
Mrs. Robert Harris	East Alton

(4) Finance:

D. K. Darling	Collinsville
Wensel Brown	Madison
Donald Doerle	Worden
Charles Carnahan	Bunker Hill
Monroe Worthen	Granite City
Carl Leimberg	Highland
William Freeman	Troy
Richard Long	Gillespie
Calvin Vonnahmen	Brighton
Mrs. Michael Ritter	Wood River

(5) Public Relations and Promotion:

John Mellott	East Alton
Bill Buckler	East Alton
Claude J. Davis	Jerseyville
Glenn O. DeAtley	Wood River
Don Dillow	Edwardsville
Leroy Fritz	Alton
Ira Van Heaften	Caseyville
Mack Libbra	New Douglas
Morris Miles	Granite City
Chris Ringhausen	Jerseyville
Eldon Twitchell	Brussels

(6) Advisory and Legal:

Thomas Holland	Wood River
O. A. Wilson, Jr.	Jerseyville
Mike Makuh	Carlinville
Maurice Dailey	Granite City
Joe Kelleher	Edwardsville
Don Buckley	Edwardsville
Claude J. Davis	Jerseyville
Chester Knight	Hardin
John Mull	Bethalto

(7) Citizens Speakers and Public Information:

All members of the Steering Committee and Special Standing Committees.

Each sub-committee supplemented and assisted the work of the university survey team. In addition various civic groups and individuals performed special services. Notable among these were Junior Chamber of Commerce officers and clubs. School districts also provided valuable data and assistance. Activities from January to July 1966 included developing student questionnaires for high school sophomores and juniors, distributing, and collecting them; developing, administering and tabulating of a survey form to parents of juniors; collection of student population statistics from participating school districts and conducting of a public opinion poll. The survey team drew upon the data collected by the subcommittees and with the assistance of a university social scientist conducted a demographic population study of the area. Further assistance was secured from the executive secretary of the Manufacturer's Association of the Tri-Cities who conducted a survey of industry and business in this area. A similar survey was made by Greater Alton Association of Commerce, and The Tri-City Chamber of Commerce in Granite City.

Section 3-2, House Bill 1710, 74th General Assembly of the State of Illinois (the Public Junior College Act), stipulated certain requirements for a study of the feasibility of establishing junior colleges. The general intent of this section follows.

> The state board causes a study to be made of the territory in a proposed junior college district. This study should outline need for a junior college in the area and conditions which should support establishment of such a junior college. Existing facilities for general education of a pre-professional nature and an occupational vocational type in the area must be mentioned. A factual survey of the possible enrollment, the anticipated assessed evaluation, and the needs on the part of industry, business, and agriculture for specifically trained people are to be made. In essence this is the charge the State Junior College Board gives each group in the state which seeks to move toward the establishment of a public junior college.

The University's survey team, in accepting responsibility for carrying on the feasibility study, followed this sequence. First, it made a study of the characteristics of the area as supported by questionnaires administered to high school students and their parents. A next step was a study of characteristics of the area's adults. Attention was given to adult concepts of needs for future education. Business and industry were asked about certain vocational needs they anticipate. Following those studies, the survey team developed curriculum recommendations based on those characteristics and needs. This indicated the type of buildings and sites that would be needed to house the instructional program. This justifies and underscores the type of financial resources to be developed to support such an operation and building program. Lastly, the feasibility study presents a summary of these factors with conclusions and recommendations.

CHAPTER III

CHARACTERISTICS OF THE FOUR COUNTIES

The four counties included in the proposed community junior college district comprise a strategically located portion of high population in Southwestern Illinois. The growth potential, both in terms of population and wealth, is considerable. This area, which includes the bulk of Madison, Jersey, and Calhoun counties and the southern portion of Macoupin county, is approximately the north one-half of what is known as Metro-East: it represents a significant portion of the second largest metropolitan area in the state of Illinois.

The proposed community junior college district has shared generally in the steady increases in population characteristic of this part of the state. This is particularly so in Madison county. Table I furnishes data as to urban and total population for the counties in this area, including estimates to 1980. It will be noted that all counties, except possibly Calhoun, can anticipate increased populations by 1980. A sizable area is included in the proposed district with Calhoun county contributing 259, Jersey 374, Macoupin 352, and Madison 731, making a total of 1716 square miles.

Census data for 1960 regarding "Educational Characteristics by Counties" is presented in Table II. While valuable information is presented from student and adult questionnaire interpretation later in this study, census data indicates that the area concerned is approximately the same as state averages in terms of per cent of people enrolled in school.

While the percentage attending school is about equal to or above state averages, Table II also indicates that for twenty-five-year-olds the median school year completed is one to two years below state medians. When the percentage of attendance in school and the positive expression of support for post high

high school education by adults on questionnaires is compared with this somewhat low level of educational achievement, it is evident that the people of this area want their children to remain in school, an opportunity which they did not enjoy.

Useful information may be gained by comparing the "ability to pay" of residents in several sections of the state of Illinois where community junior colleges have been in existence for years, just established, or in the process of formation. Their ability to pay can be compared with that of residents of Madison, Macoupin, Jersey and Calhoun Counties. Table III presents the per capita income and income of households for certain Illinois counties where a community junior college exists or will exist. It is apparent that the per capita income and income range of residents in the proposed district compares adequately with that of the nine other areas.

As an assist to subsequent efforts for establishment of a community college in this area, a collection of useful data and information is included in Appendix 2. Such demographic information is the population for 1940, 1950, and 1960 for all townships and precincts in the proposed district, individual family income by counties, housing characteristics, new housing constructed in 1963 and 1964, a traffic flow chart, and specific information as to in-migration and out-migration.

Within the proposed district opportunities for post high school and college level education now exist. Southern Illinois University, Edwardsville, is providing a broad program of instruction embracing four year college and graduate study programs. Advanced university instruction in a wide variety of disciplines and curricula is anticipated for the future.

Two other institutions of higher education are also located in the proposed district. Principia College at Elsah is a four year private denominational college which attracts a specific student body largely through its own religious organization. Monticello College, a private junior college for women, is located at Godfrey and enrolls students from the entire United States.

A significant post high school area of instruction is provision for occupational, continuing, and adult education by several of the larger high schools. The Educational Program and Curriculum Committee lists the following school districts as having adult education programs: Granite City, the largest; Alton; Wood River - East Alton; Edwardsville; Roxana; Jerseyville; Collinsville; Highland; and Bethalto.

Regarding the offerings of the Edwardsville Campus of Southern Illinois University the Committee in its report stated, "the Edwardsville Campus of Southern Illinois University offers a number of courses in technical and adult education. This past year they enrolled 1700 students in courses of this type. 240 of these people were in programs leading to an Associate in Arts Degree. About 500 people were enrolled in Industrial Management courses taught in Alton. East St. Louis, and Granite City. Their program, "Industrial Management," enrolled 50 people in degree programs and 40 in non-degree programs. The University also offered a number of in-plant instructional programs. These were taught on the premises of various industrial plants. The University offers a degree of Associate in Business to people in management, accounting, office secretary, legal secretarial, and medical secretary."

Re-emphasizing a theme that appears at several points in this study, the community junior college serves the community as its own instrument of higher or post-high school education. It should and can supplement all existing educational programs. In this connection it is recommended that the administration of a new junior college should immediately contact those who are responsible for and direct the area's adult education programs. In the interests of preventing a duplication and insuring desired instruction by the most competent agency, agreement should be reached as to who should offer such instruction. When all parties concerned understand the role of the community junior college it can be the success that is its right.

In closing, certain other agencies for instruction should be mentioned in order to complete the picture of what now exists. One important area is nurses training. The curriculum committee received considerable information about the present scope of nursing programs and indication from hospital leaders that they would welcome community junior college assistance in health related programs. In Appendix 2 a listing is made of area hospitals presenting their size, type of service, and other information.

There are YMCA's in Alton, Collinsville, Edwardsville, and Granite City, and a YWCA in Alton. Area public libraries also contribute to education and learning in the area and are listed in the appendix. Pere Marquette State Park, Illinois' largest, totals 5,226 acres and provides, in season, nature lectures, trips, and related instruction.

Commercial radio stations and newspapers provide adults with knowledge of the region, events, and past history. These latter communications media have educational value and may be of considerable assistance in publicizing moves toward establishing a community college. They are listed in Chart 1.

CHART I

COMMUNICATIONS MEDIA IN THE FOUR COUNTY AREA

Radio Stations

County	City	Call Letters
Jersey	Jerseyville	WJBM
Madison	Alton	WORZ
	Granite City	WGNU
	Highland	WINU
	Wood River	WRTH
		WBBY

Daily Newspapers

County	City	Name
Madison	Alton	Evening Telegraph
	Edwardsville	Intelligencer
	Granite City	Press-Record

Weekly Newspapers

County	City	Name
Jersey	Jerseyville	Jersey County Democrat News
Macoupin	Gillespie	News
	Mt. Olive	Herald
	Staunton	Star-Times
Madison	Collinsville	Herald
	Highland	News Leader
	Wood River	Journal
	Edwardsville	Journal

Enrollment data and predictions of a future community junior college are based on data and information about the public schools of the area. Chart 2 presents the assessed valuation and most recent enrollments for the twenty-four districts that have authorized this survey.

Table IV in the Appendix presents the total high school and grade twelve enrollments for all area districts along with the total number of high school graduates and percentage attending college or higher education estimated to the school year 1976-77.

CHAPTER IV

NEED FOR EDUCATIONAL OPPORTUNITIES IN THE FOUR COUNTY AREA

In order to determine the need for educational opportunities in the four county area several surveys were made. These included a survey of high school sophomores and juniors, one of parents of the juniors, and one of area residents. The first two surveys are covered in detail in this chapter and third is referred to where it bears upon such needs.

SURVEY OF HIGH SCHOOL STUDENTS

To obtain information regarding future educational plans of high school students in the four county area a High School Student Survey[1] was made. The Survey was conducted by participating high school districts and parochial high schools in the area. Questionnaires were given to sophomores and juniors in these schools in early spring, 1966. Questionnaires were not given to seniors as they would most likely be committed already and, in any event, could not attend a new junior college if one were established in 1967. Freshmen were also eliminated as it was felt the sample of sophomores and juniors would be sufficient to obtain a valid opinion.

A total of 8553 questionnaires were completed, tabulated, and returned by the cooperating schools. The number represented about 83+ per cent of sophomores and juniors as reported enrolled in the fall of 1965. A straight statistical tabulation was made and results are reproduced in Appendix 3 with both numbers and percentages included. Since the survey was for opinions and a number of questions had multiple

[1] Appendix 3.

CHART II

SCHOOL DISTRICT	1966 ASSESSED VALUATION	ADA 1965	NUMBER OF 1965 GRADUATES
Alton #11	$194,598,171	11,413	670
Bethalto #8	23,061,026	3,227	185
Brussels High School #37	5,040,640	101	38
Brussels Elementary #41		70	
Bunker Hill #8	7,937,989	842	48
Collinsville #10	91,383,413	7,016	498
East Alton Elementary #13	33,621,873	1,473	
East Alton-Wood River High School #14	95,474,155	1,271	286
Edwardsville #7	77,015,875	4,801	352
Gillespie #7	17,837,906		153
Granite City #9	191,852,589	12,419	716
Hardin #40	9,995,960	754	60
Highland #5	33,563,617	1,606	127
Jerseyville #100	47,924,726	3,399	251
Livingston #4	2,922,494	391	26
Madison #12	31,726,432	2,800	114
Mount Olive #5	8,747,386	552	54
Roxana #1	82,872,702	3,583	235
Southwestern #9	19,579,359	1,723	116
Staunton #6	13,724,991	974	113
Triad #2	23,021,030	1,575	108
Venice #3	37,429,424	798	37
Wood River Elementary #15	61,852,282	1,381	
Worden #16	2,331,699	298	21

answers, no effort was made to adjust for an equal number of answers to each.

For analysis the survey results were broken down into male and female categories. Further examination of survey results limited analysis to juniors, since the tabulation indicated no significant difference in the answers sophomores gave. Results of questionnaires were given to the Curriculum Committee to assist them in completing a study of curriculum needs. Similarly, the figures were distributed to all other committees to assist them in their assigned tasks.

Analysis of Answers

Questions 1 and 2 determined the level in high school and sex in order to separate the classes and sexes. Of the 4005 answers analyzed, 2003 were junior males and 2002 were junior females.

The third question involved the average grades earned in high school and was included as a possible source of information should higher grade requirements for admission to present colleges and universities be made. In this context the recommendations of the Illinois Plan for Higher Education for a possible restriction of state university admission to the top 50 per cent of the high school class could be a consideration.

It might also be pointed out that California limits admission to state universities to a "B" average grade in high school and that Florida state universities restrict enrollment to the top 40 per cent of the senior high school class. The 60 per cent below this level can only qualify for state university admission if they successfully complete two years in a community junior college, or possibly a private college or another public college with lesser admission requirements.

In any event, the future demand for higher education will very likely outstrip the ability of many institutions of higher learning to provide an opportunity for education beyond high school.

The type of high school program in which students were enrolled was answered in question 5. Of the male students, 38 per cent were enrolled in college preparatory courses: of the female students, 34 per cent were.

Other percentages were:

	Male	Female
General	31.9	32.6
Trade, Shop, Technical	20.3	1.5
Business, Commercial	5.6	27.0

Less than 4 per cent listed agriculture or other.

Question 5 and 7 showed a definite interrelation and served to substantiate one another. Number 5 asked about plans after high school graduation and those indicating desire for post high school education broke down as follows:

	Male	Female
Attend College	47.5	38.4
Attend Business College	2.5	9.3
Attend Trade or Technical School	14.6	7.3
	64.6	55.0

Other answers to tentative plans show that 13.7 per cent of the males expect to enter military service and 13.3 per cent expect to go to work. Of the females 23.1 per cent expect to go to work and 6.3 per cent expect to become housewives. Of the males, 5.6 per cent did not know and 6.3 per cent females did not know.

In comparing future plans of schooling, in question 7, the following tabulation was made:

	Male	Female
Yes	53.3	48.3
Probably Yes	16.1	19.7
	69.4	68.0
Undecided	16.2	15.0

The 3.8 per cent rise in number of males who stated future plans for continuing education but no tentative plans could easily come from the 32.6 per cent who expect to enter military service, go to work, or did not know. The 13 per cent rise in female desires could also come from the 35.7 per cent in these same three categories.

Referral to the students impression of how their parents feel about college attendance was made by Question 6. Of the males, 11.9 per cent answered that their parents required that they go and 53.3 per cent that parents wanted them to go. Female answers were 5 and 47.7 respectively. Thus totals for parents in favor of males attending is 65.2 and females 52.7. Negative answers indicated that students felt very few parents were against their going to college. Breakdown percents were:

	Male	Female
Would rather I not go	1.0	1.7
Won't let me go	0.3	0.4
	1.3	2.1

In the "leave it up to me" males reported 32.3 per cent and females 43.7 per cent. Other answers involved about 1 per cent.

Answers to Question 8 as to need for scholarships or work to help pay for higher education indicates a need for additional opportunities in both areas. Of the males, nearly two-thirds need additional finances: of females, over one-half. Establishment of a locally controlled school with a flexible curriculum should draw additional scholarship monies from the communities and private enterprise and, by locating such an institution nearer to population centers, more work opportunities could be provided.

What kind of school or college the high school juniors planned to attend under Question 9 provides opportunity for a number of interpretations. A resume of the question and answers follows:

	Male	Female	Total
Specialized school	23.7	35.2	29.5
Community college	7.4	4.4	5.9
State university	35.5	27.8	31.6
Private college	2.7	3.5	3.1
Out-of-state-college	10.2	8.0	9.1
Other	4.4	4.7	4.5
None	15.7	16.2	16.0

The fact that nearly 6 per cent of the respondents perferred a community college over all else would appear encouraging, since the idea of establishing such an institution for this area was not even considered until late in 1965. Neither is news of such consideration likely to be of primary concern to high school juniors. Another encouragement favoring a community college is the desire of nearly one-third the group for a specialized schooling. No such public facility in the four county area presently offers this, so a community college providing such specialized programs at low cost is likely to draw attendance from a majority of persons seeking this type of higher education.

A review of actual enrollment at Southern Illinois University in the fall of 1965 shows that 1817 freshmen or 41 per cent, were enrolled from the four county area out of 4405 high school graduates. According to high school records slightly over 2000 students went on to college, so about 200 went elsewhere. This would appear to be in excess of the answers to Question 9, since 31.6 per cent said they planned to enroll in a state university.

Other studies have shown that a single local public community college will draw about 90 per cent of those high school graduates continuing their education, even though such high school students might state a preference to go elsewhere.

Question 10 asked students if they would attend a community junior college if they were unable to attend a four-year institution college received 45.7 per cent affirmative answers with 36.9 per cent undecided. In view of the increasing likelihood that admissions to state universities in the future will be limited to the top one-half the high school graduates, this would indicate a high potential enrollment for a community college with no admission cut off requirement.

An attempt was made to obtain ideas of curriculum for a community college parallel transfer program in Question 11. A tabulation of answers follows:

	Male	Female
Liberal Arts	13.5	14.8
Teaching	11.3	19.1
Business - Commerce	11.6	31.4
Pre-medical or dental	5.2	11.7
Pre-law	3.7	1.0
Engineering	32.5	.5
Agriculture	7.0	.6
Home economics	.3	9.1
Other	14.5	11.4

Among the program choices listed 32.5 per cent of the males selected engineering. This almost one-third preference indicates that engineering as a field still ranks high. In actuality, less than 10 per cent actually enter engineering school and many of these do not have the mathematical background to succeed. The choice may be interpreted to mean that an engineering technician program would be well received. Liberal arts, teaching, and business-commerce are well represented with agriculture, pre-medical and dental and pre-law in descending order.

The female first choices of business-commercial, teaching, and liberal arts in that order could well be expected. Their choice of pre-medical and dental might be considered higher than normal unless one placed nursing and dental technician under these headings. Home economics also was over 9 per cent.

Conclusions drawn from these answers would call for planning a typical general education program for a community college to meet these needs. In view of the modern trend toward two years of general education before entrance into professional schools, this would appear to be normal.

In Questions 12 and 13 an effort was made to find out what programs, other than college parallel, students might wish to take after high school. The technical, vocational, and business-commercial are the type programs particularly suited to a community college.

In the technical area drafting, electronics, and data processing were choices of males while laboratory technician was favored by females. There appears to be enough interest in these type of programs to merit their inclusion in the curriculum.

In the vocational area mechanic, construction, and several skilled areas received most of the male choices. Practical nursing and dietician were chosen by females. It would appear from these choices that a general background for these vocations might be considered as programs needed in the area.

Under Business-Commercial the areas of business management, accounting-bookkeeping, and advertising were highly regarded by the males. Secretarial was over a two-to-one choice by females with accounting-bookkeeping a second choice. A general business course with advanced work in these areas would seem to be a must in the curriculum.

The "None of the above" answers to Question 12 and the several hundred write-ins under Question 13 deserve consideration. An examination of the write-ins indicates that most of them were requests for specialities and that much of the foundation work for these specialities would likely be a part of the foundation courses in the three main areas listed. The nature of the questionnaire did not make possible as wide a choice of specialities as could be had under other circumstances. With a general technical, vocational, and business-commercial curriculum most of the basic needs requested could be met.

Question 14 provides an overall view of the high school students opinion of a community college. The answers given to part 1 of this question show that students, other than those planning for higher education, must have answered in the affirmative, since less than half of those planning to go on selected part 2 of Question 9. The fact that over one-fourth of the students would go to a community college, if they could not go to the college of their choice, reinforces the answer to Question 10. Answers to parts 3, 4, 5, and 6 add to the possible enrollment prospects of a community college since the parts represent the most likely reasons a student could not continue in higher education. Less than 10 per cent said they would not like to go to a community college. The answers to part 8 show that only 11 per cent of the students do not plan any education after high school. Combining these answers indicates that 79.2 per cent would attend a local community college under proper circumstances.

Summary

The attitudes of high school juniors toward education beyond this level shows that 60 per cent tentatively plan to go on after high school graduation, 69 per cent plan to go to some kind of school or university, and only 11 per cent do not plan any more education.

About 15 per cent of these students said they would choose a community college first, over one-fourth said they would go if they could not get into the college of their choice, and nearly 80 per cent sould attend under some conditions.

Conclusions

Generalizing from these answers, the need for more specialized educational programs, plus knowledge of the increasingly stringent university admissions policies indicate a community college would enroll a goodly number of students surveyed. This would indicate a minimum enrollment of 750 for the first year and 1075 for the second using the most conservative estimates.

PARENTS SURVEY

Parents of junior high school students in the four county area were asked to respond to a Parent Survey form.[2] The form contained five questions about the advisability of establishing a community junior college for the area.

About 4,000 survey forms were sent to cooperating high schools. Each school administrator was requested to distribute questionnaires to high school juniors who, in turn, were to take them home and ask one of their parents to respond. Such a method has several obvious disadvantages. First, an exact count of forms sent out was not available. Second, there was no way of assuming that all students asked their parents to fill out the form. Third, no direct contact by the schools or the survey team was used to stress the importance of the survey. And fourth, it is quite likely that using students to deliver and return the forms would result in a fairly high number of lost and incomplete forms. Despite these disadvantages, nearly 2000 usable forms were returned to the survey team. The survey team feels such a number is large enough to obtain a valid cross section of parential opinion. A straight statistical tabulation was made. The survey team checked results and calculated percentages. Since a "probably no or no" answer to Question 1 would lessen the number of answers to Questions 2 and 3 the totals would not be the same for all three. The fact that the number of answers to Questions 1 and 5 vary less than 3 per cent indicates an accurate reflection of opinion.

[2] Appendix 3.

Analysis of Answers

Survey results were not segregated as to male and female. Results of the survey were given to all committees of the Foundation for information and application to their particular function.

Question 1 asked parents if they wanted their son or daughter to attend a community college if one were established in this area. Answers and percentages were:

Definitely Yes	28
Probably Yes	52
Probably No	17
Definitely No	3

The replies showing that 80 per cent of parents favor sending their children to a community college, if established, indicates a high regard for such an institution even though no particular campaigns have been instituted to explain the functions of such an institution.

The response to Question 2 asking for the type program a parents' child would likely enroll in indicates a need that may not be presently filled in educational programs beyond high school. While 47 per cent of parents favored a program leading to a four year degree; 53 per cent favored a career-occupational type program. No such program is presently being offered to immediate post high school aged group by a public institution in the survey area. This opinion would authenticate the favorable response to Question 1.

Answers to Question 3 seem to be in contrast to actual fact. While 72 per cent of the parents said their children would attend college, whether or not a community college was established, the practical circumstance is that 42.2 per cent of high school graduates in the survey area actually went on to college in 1965. The percentage does indicate an optimistic view by parents and would seem to reflect their desire for their children to have a college education.

Question 4 was intended to find out parent's opinion toward adult or evening school type courses. The question was directed toward both husband and wife. Answers showed that about one-fourth of the husbands would be interested and about one-third of the wives. Such a response would predict a good potential enrollment for continuing education courses tailored for adults.

An attempt to determine the tone of feeling toward establishment of a community junior college in Question 5. Responses and percentages follow:

Definitely favor	47
Probably favor	27
Uncertain	18
Probably do not favor	3
Definitely do not favor	5

A favorable answer by 47 per cent of parents is quite encouraging toward the establishment of a community college for the area. The probably favor answer by 27 per cent would be even more evidence of the desire of parents for a local community college to provide for educational needs of both youth and adults.

Summary

Parents who responded to the survey were 80 per cent in favor of sending their children to a community junior college should one be established in the area.

They favored enrolling their children in a career occupational program to a college transfer program in a 53 to 47 ratio.

The 72 per cent of parents who indicated their children would attend college regardless of establishment shows that they consider education beyond the high school in high esteem.

Responses indicated that 24.6 per cent of husbands and 32.8 per cent of wives would be interested in adult and evening type courses.

Parents were 74 per cent in favor of establishing a community college for this area with 47 per cent definitely and 27 per cent probably. Only 5 per cent definitely did not favor and 3 per cent probably did not favor. There were 18 per cent undecided.

Conclusion

One may conclude from the parents answers to the survey that they feel favorable toward establishment of a community junior college for the area, would wish their children to attend such an institution, and would even attend certain types of courses themselves.

CHAPTER V

A SURVEY OF THE NEEDS OF ADULTS, BUSINESS, AND INDUSTRY

While it is important in this survey to give attention to the general characteristics of the area as to population, institutions, and related factors, it is also important to give attention to the needs of youth and adult citizens. The aspirations and hopes of young people in high school and also those of their parents are of primary concern. It is also necessary to give heed to the need of the adult community as well as concepts of need of business and industry.

The survey team sought to determine these needs by means of an area citizen survey to secure information about occupations of adults, their financial status, and other related data. It also contacted businesses and industries to get a valid sampling of their concept of the need for people in the categories for which the community junior college can provide a sound curriculum.

A number of meaningful factors governed the team's approach to the general problem of determining needs of adults and the need for manpower in the area. First, a conviction developed early in the survey that young people and adults should not be prepared only for positions that exist in the district, but for all of the metropolitan area. Next would be needed a description of the types of positions for which a community junior college could most appropriately prepare people. Generally the basic curriculum of a community junior college is composed of two types. One is a pre-professional, or liberal arts curriculum, which enrolls students who anticipate a bacculeareate degree and who will need a general education. The curriculum for this preparation is fairly standardized throughout Illinois and the country in community junior college (or 2 year programs) as well as in four year colleges.

It is in the second category in which the more intriguing type of position is found. This constitutes a greater challenge to planners. It is the area of adult and vocational and technical education or training. Today positions in this category are increasingly called *Middle Level Manpower*. These positions are on a continuum which coincide on one end of the scale with advanced workers and move through a variety of specialists and professional positions upward to a more advanced level and include some types of managerial positions. Later in this chapter there will be a detailing of the main categories of positions in what is known as *Middle Level Manpower*.

Following is a presentation of the information and data gained by the survey team as support for, or in keeping with, the factors that have been outlined above. Listed first are the results of the area resident survey with some interpretation. Then is listed pertinent data as to occupations or vocations of area adults and related information, and further a summary of the sampling of the personnel needs of business and industry.

AREA RESIDENT SURVEY

The area resident survey used a one-page questionnaire administered by volunteer workers. The public relations committee, and its chairman spearheaded the interviewing throughout the four counties. Members of this committee, Jaycees, and helpers interviewed 3237 residents. In order to secure an adequate sampling, people were interviewed in rural and urban settings and in various public places. It is felt the findings of this survey are valid and present a ture picture of sentiment and opinion regarding the proposed community junior college.

The chairman of the committee that conducted the survey states, "The three-part survey; i.e., of the parents students and the area residents has indicated strong grass root support for the establishment of a community college. Our area resident results are very similar to the parent survey which also indicated that three of every four parents favored such a college.

"Further significance is added by the fact that the latest results are very representative of our total population. For example, of those questioned, 15 per cent were skilled, 13 per cent semi-skilled, 14 per cent clerical, 9 per cent supervisory and about 30 per cent were housewives or farmers. This is broad-based acceptance of the idea. Similar diversity was evident in the amount of schooling of those surveyed. Almost 75 per cent had a high school diploma or less."

"The 3237 questionnaires were about evenly divided between men and women. Included among the findings was indication that over one-third would enroll in an adult education program if a community college offered them. 1827 were parents of school-age children and 1284 were not. Of the 1827 who were, 1781 or 81.4 per cent indicated that they wanted their children to attend college."[1]

This survey of area residents should be useful in planning the more detailed operation of the future college. It is placed in the appendix along with the percentage breakdown of responses.

Occupational Distribution

It is important in planning a junior college to know the distribution and variety of existing occupations in the area. From the United States Census information data as to the number of persons engaged in industry are reproduced in Table V, and the number engaged in services in Table VI. The information is provided in totals by counties. It should be noted that all of Macoupin County is listed although the proposed district includes only the southern section.

[1] Appendix 3

The survey team enlisted the aid of associations of commerce and other groups in surveying the area to obtain a general conception of future occupational needs on which a curriculum can be built.

Survey findings indicate that approximately one-half of the students enrolled in the proposed institution would be in pre-professional or college-parallel programs and the other half in career-occupational programs, largely of the vocational-technical type. There are a wide variety of occupations in the vocational-technical category that could be included in a junior college curriculum. These occupations are located within a spectrum extending from some skilled worker jobs on one end and some managerial at the other. While it cannot be said that skilled jobs do not require training, the type of training required does not loom large in the category of vocational-technical occupations. On the other hand, some men in managerial positions or occupations could be prepared for in a community college. Most managerial positions should demand two or more years of college equivalent preparation. This, however, leaves a broad area of occupations currently classified as middle level manpower. It is with this occupational group that the surveys of industries and businesses concerned themselves.

The Greater Alton Association of Commerce, Tri-City Chamber of Commerce, and the Chamber of Commerce of Edwardsville sent the job clusters in each of the seven main categories of middle level manpower occupations, with the request to indicate the number of positions that they will need for each of these jobs during the next ten years.

Listed below is a summary of findings gained from this sampling study of 74 businesses and industries. All occupations classified as middle-level manpower are presented even though need for some has not as yet been indicated by the businesses and industries surveyed. The listings are indicative of the wide range of occupations for which instruction could be provided and a more extensive survey will be necessary.

	Needed Per Year	Needed, 10 Yrs.
Mechanical Technologies		
Air conditioning/Refrigeration	24	103
Aviation/Missile Technology	5	75
Automotive Technology	7	25
Diesel Technology	5	45
Foundry Technology	3	30
Hydraulics Technology	16	137
Machine Drafting	14	73
Operating Engineering	22	172
Tool and Die Technology	9	108
Electrical Technologies		
Communications Electronics	8	63
Computer Electronics	12	104
Electrical Power Technology	9	46
Electronic Assembly	1	3
Electronic Drafting	4	36
Industrial Electronics	30	175
Missile Electronics		
Technicians in Basic Research		
Biological Technician	10	40
Bio-Physical Technician	10	40
Chemical Technician	8	38
Geophysical Technician		
Hydrographic Technician	1	

	Needed Per Year	Needed, 10 Yrs
Mathematics Aide	7	28
Metallurgical Technician	12	93
Meteorological Technician		
Physics Research Technician		
Spectroscopy Technician	2	10
Technicians in the Health Field:		
Dental Assistant	26	224
Dental Laboratory Technician	19	112
Histological Technician	4	27
Medical Laboratory Technician	33	126
Medical Office Assistant	30	110
Medical Records Technician	16	92
Psychiatric Technician	10	50
Radioisotope Technician	5	32
Registered Nurse	165	1196
X-Ray Technician	26	68
Civil Technologies:		
Architectural Drafting	10	50
Building Construction Technology	25	58
Concrete Technology	14	42
Map Drafting		
Materials Testing	1	5
Sanitation Technology	3	15
Structural Technology	7	32
Surveying	11	35

	Needed Per Year	Needed, 10 Yrs
Industrial Technologies		
Ceramics Technology	1	8
Chemical Technology	9	40
Forest Products Technology	3	30
Metallurgical Technology	5	14
Optical Technology		
Paint Mfr. Technology		
Petroleum Technology	7	13
Business-Related Occupations		
Bookkeeper-Accountant	45	264
Business Data Programmer	18	129
Buyer (retail store)	9	45
Data Processing Technician	11	64
Graphic Arts Technician	6	52
Legal Secretary	4	33
Medical Secretary	23	114
Private Secretary	58	284
Real Estate Salesman	1	6
Store Manager	14	74
Sales and Advertising	89	860

CHAPTER VI

PROJECTING POTENTIAL JUNIOR COLLEGE ENROLLMENT

A sufficient educational need and potential enrollment must be evident in order to justify the establishment of any institution of learning. In a feasability study this potential becomes of prime importance in both planning the educational scope and physical facilities needed for a community junior college in the area studied.

Whatever scientific method used to predict such enrollments depends upon various factors such as: the type of curriculum, the location of the facility, and the willingness to meet changing needs of clientel. In estimating the potential of a community junior college in this area, the survey team considered a number of variants and factors. The team assumed that the community college program would be a flexible one and would not attempt to duplicate presently established programs in the area or compete with presently established institutions of higher learning.

The high school and parents surveys brought out the fact that both students and parents desired educational opportunities beyond those now offered by public educational institutions in the area. About half of those wishing education beyond the high school wished to enter programs not now offered.

Their expressed wishes for educational opportunities of expanded nature indicates they agree with the community college philosophy operating in several progressive states in which this type of program has been able to successfully fill an educational need, even when located in an area which offers vocational-technical high school programs, high school adult education programs, public university baccalaureate programs, specialized private colleges, and privately operated business and trade schools.

In the past it has taken about 10 years for a program for a junior college to make its full impact on the community. However, in a populous area and with effective leadership, such a program may reach its enrollment potential much sooner than this. In the dynamic educational explosion taking place at the present time most community colleges established in the past several years have exceeded predicted enrollments.

The survey team selected three different techniques by which to estimate potential enrollments. These can be termed the Kellogg-Colvert method used by the Kellogg Group in Junior College Administration under Professor C. C. Colvert at the University of Texas; the Young technique used in Illinois by Dr. Raymond Young, University of Michigan; and the Pekin Junior College Study technique used in Illinois. In addition they analyzed the role of Southern Illinois Univeristy, Edwardsville, in providing educational opportunity for residents of the area.

Kellogg - Colvert Method

The Kellogg-Colvert method is based upon the number of high school graduates in the junior college attendance area for the previous two years. Chart 3 is an example of this method. The basic method adds the number of high school graduates for the prior two years in Column 2. It then uses an Index in Column 3 to estimate the number of these graduates it will take to put a full time student in the college. This Index was calculated on the basis that the college had been operating four or more years and upon the experiences of other junior colleges in Colorado,

CHART III

THE PROJECTED NUMBER OF FULL TIME STUDENT EQUIVALENTS IN A COMMUNITY JUNIOR COLLEGE FROM 1967-68 THROUGH 1976-1977 USING THE KELLOGG-COLVERT METHOD

Year (1)	Number Area Graduates Previous Two Years (2)	Index* (3)	Projected No. Enrolled if College is 4 Years Old (4)	Per Cent Which Will Enroll (5)	Projected Number Actually Enrolled (6)
1967-68	8,482	3.00	2,827	40	1,130
1968-69	8,556	2.97	2,880	50	1,440
1969-70	8,932	2.94	3,038	70	2,126
1970-71	9,146	2.91	3,142	90	2,827
1971-72	9,233	2.88	3,205	100	3,205
1972-73	9,361	2.85	3,284	100	3,284
1973-74	9,604	2.82	3,404	100	3,404
1974-75	9,808	2.79	3,515	100	3,515
1975-76	9,898	2.76	3,586	100	3,586
1976-77	9,882	2.73	3,619	100	3,619

*The number of high school graduates of the previous two years it will take to enroll one full-time student in the college.

Florida, Mississippi, and Texas which have been established in areas served by conventional institutions of higher learning such as Southern Illinois University, Edwardsville. The Index has been increased .25 to account for the local situation. The 1967-68 year will probably be the first year that such a college could operate. It is further estimated that only 40 per cent of the potential may actually enroll the first year since only freshman will likely be admitted. This projected number is 1130 and is in Column 6 of the Table. As the college becomes established the per cent expected to enroll will reach 100. Also the Index number decreases as the curriculum is adjusted to meet the needs of potential area students. The experience of the neighboring Belleville Junior College indicates that the estimated enrollment figures are conservative.

The Young Technique

Dr. Raymond Young, Director of the Community Junior College Administrative Institute, University of Michigan, developed a technique described in the "North Suburban Chicago Regional College Study." It is based on the assumption that in the State of Illinois, a tuition free, public, and locally controlled community college could expect an enrollment of 25 to 33 per cent of high school graduates in the attendance area for the first year. Only 50 to 60 per cent of these would re-enroll for the second year. He also estimated that part-time enrollment would be about double the total of the combined two year enrollment using his technique.

Using the minimums of this technique of 25 per cent of the graduates and 50 per cent continuance, a projected enrollment is calculated in Chart 4. Accoring to this projection a Junior College in the area would have 1,093 students enrolled the first year. In the second year enrollment would rise to 1,710. Additional years can be obtained from the Chart.

In the experience of the survey team, the estimation of part-time credit enrollment as double that of the regular enrollment is optimistic. The majority of part-time students in community colleges is enrolled in non-regular daytime scheduled courses. In addition, such courses are usually special, rather than the day courses being offered at other times. Therefore, part-time enrollment has not been included. One should note that the Young technique is about half of the Kellogg-Colvert estimate at the 1976-77 level.

Pekin Technique

In the Pekin Junior College study another measurement technique for estimating potential enrollment was used. This involved using a range of ratios of the total high school enrollment as an estimate of junior college enrollment. In this study ratios of 18, 20, and 25 of the total high school enrollment were used. In calculating potential enrollment for a community college in the district outlined a 5.9 per cent ratio was used. This represents the number of high school juniors who indicated they planned to attend a community junior college in their answers to the High School Student Survey. Figures obtained by this calculation are shown in Chart 5.

CHART IV

YOUNG TECHNIQUE USING 25 PER CENT OF HIGH SCHOOL GRADUATES FIRST YEAR AND 50 PER CENT CONTINUANCE FROM 1967-68 TO 1976-77

Year	Graduates	First Year	Second Year	Total
1967-68	4,371	1,093	546	1,639
1968-69	4,561	1,140	570	1,710
1969-70	4,585	1,146	573	1,719
1970-71	4,648	1,162	581	1,743
1971-72	4,713	1,178	589	1,767
1972-73	4,892	1,223	611	1,834
1973-74	4,916	1,229	615	1,844
1974-75	4,982	1,245	623	1,868
1975-76	4,900	1,225	613	1,838
1976-77	5,069	1,267	634	1,901

CHART V

POSSIBLE JUNIOR COLLEGE ENROLLMENT FROM 1967-68 TO 1976-77 PEKIN TECHNIQUE

Year	Total High School Enrollment in Area	Per cent of Total High School Enrollment Using 5.9% Ratio*
1967-1968	20,714	1,222
1968-1969	20,921	1,234
1969-1970	21,130	1,246
1970-1971	21,341	1,259
1971-1972	21,554	1,271
1972-1973	21,769	1,284
1973-1974	21,986	1,297
1974-1975	22,206	1,310
1975-1976	22,428	1,323
1976-1977	22,652	1,336

*The 5.9 per cent ratio was derived from the percentages of juniors (female) 4.4 per cent and juniors (male) 7.4 per cent marking their choice under question 9 High School Student Survey.[1]

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[1] Appendix 3.

It can be observed that the Pekin technique would place enrollment at 1,222 for 1967-68. At the estimated high school enrollment for 1976-77 the technique would show 1,336 enrolled in the community Junior College. One should note that part-time enrollment is not included in this estimate.

Southern Illinois University

The expanding operation of Southern Illinois University, Edwardsville, has a marked effect on projected enrollments for the proposed community Junior College. However, the effect can be a positive one as experience in several other states has shown. In the state of Florida plans have been approved to build community colleges in the two cities that house three state universities. In these cases the cities in which the universities and junior colleges are located in have about 40,000 population and the attendance area has about 100,000 population. A comparison of these populations with that of the four county area shows a far greater area population and potential enrollment than in Florida.

Table VII of the Fall, 1965, enrollment at SIU from area schools shows that 1,817 freshmen were registered. Total 1965 high school graduates from the area was 4,405 and 45.5 per cent or 2004 of these went on to college as shown in Table IV.[1] This means that 90.6 per cent of freshmen students in the area who went to college went to SIU. While the percentage of area freshmen who go on to college overwhelmingly

[1] From figures submitted by high school districts in the survey area.

prefer SIU, there is another consideration. In several similar areas of the country, where a community college and a state university are located within commuting distance, the number of high school graduates enrolling in higher education approaches 70 per cent rather than the 45.5 per cent for this area. Referring to the High School Student Survey (questions 5, 6, 7) and the Parent Survey (questions 1, 3) it is evident that from 63 to 69 per cent of students plan to go to school or college beyond high school and 70 to 72 per cent of their parents want them to. Combining these figures would indicate a community college in the area could provide higher education for this group of nearly 25 per cent who wish to continue their education, but who are not now doing so.

Table VIII shows that 1415 area freshmen enrolled at SIU Edwardsville in the Fall of 1964. The number of these students returning to the university in the Fall of 1965 was 513. This represents a drop out rate of nearly 64 per cent. This would appear to be far greater than the normal attrition rate.

Table IX and X reproduce freshman enrollment at Southern Illinois University taken from revised projections by the registrar in early 1966.

The projection in Table IX shows an increase until 1967 with a gradual decrease the following two years plus a sharp decrease in 1970 when junior colleges in the area will be in full operation. This reversal of a trend that has averaged 5 per cent increase per year to an 8 per cent decrease in 1968 would indicate that about 13 per cent of the potential freshman enrollment would choose to attend a junior college. Calculations using the 5 per cent increase from 1967 to 1968 and subtracting the 1968 projection would show 462 freshman choosing to attend an area junior college that year. The 1969 projections calculated in the same manner shows 735 choosing to attend a junior college and the 1970 enrollment indicates 1322 would attend a junior college. While all of these would not attend the four county junior college, reference to Table VIII indicates that over two-thirds would.

Table X is difficult to interpolate until 1970 when the impact of the area junior colleges is taken into account. Using average increases until that year and subtracting the 1970 projection indicates that 955 freshmen would choose to attend junior colleges. However, these persons would not necessarily attend a single junior college.

Estimates drawn from the two tables would seem to show that a large number of students would choose to attend an area junior college in preference to the university. From figures calculated it appears that 300 freshmen would possibly enroll in a four county junior college in 1968, 488 in 1969 and 920 in 1970. Refering back to the surveys this would be about half the potential freshmen enrollment, since over half of respondents said they preferred career-vocational programs not offered in the university.

Committee Report

In the summary of the report of the Population and Projected Enrollment Committee the following is a statement appropo to enrollment projection:

> The survey clearly indicates the need for a community college in this area with a beginning enrollment of more than 1000 students. The enrollment will probably increase to more than 3500 within a ten-year period.

> We believe a community college will . . . provide retraining courses for adults employed in business and industry. More high school graduates will continue their education due to low cost and convenience of location.

Summary

The three enrollment projections all point toward an initial enrollment of over 1000 students in 1967-68. Two of them indicate that this number would be freshmen. None of these projections have taken into account the part-time student who would be likely to attend if evening or specially scheduled courses were offered. Neither do the projections include continuing education, retraining, or enrichment type programs which would probably be added to the curriculum.

Apparently the normal university academic program does not provide the type of continuing education that many of the areas high school graduates are looking for. While over 90 per cent of these graduates enroll for the freshman year, only one-third return the second year.

In addition, the 45 per cent of high school graduates continuing education could be increased. Similar areas in other localities have shown up to 70 per cent of the high school graduates continuing their education. Survey figures for this area show that 63 to 69 per cent of students plan to continue their education and that 70 to 72 per cent of parents wish them to. Providing for these expressed plans over present enrollments would indicate that 18 to 27 per cent of the high school graduates would likely enroll in a community college program. About 800 students each year would likely come from this source.

None of the projections include part-time students in the regular program. Neither do they include evening and especially scheduled classes from the academic transfer, career-vocational, retraining, continuing education, and enrichment programs. Where such programs have been implemented as essential to community junior colleges they have ranged up to 50 per cent of the full time daily enrollment equivalent.

Conclusion

Enrollment in a community junior college in the four county area would be about 1000 students for the freshman year. Additional enrollments would increase as the schedule is extended to include evening and special classes.

Predictions for the second year would range from 1500 upwards. As additional programs are added the attendance would continue to rise.

While two of the three enrollment projections show less than 2000 students in the first five years of operation, the survey team feels this is quite conservative. The third prediction shows nearly 3000. The team feels that during the first few years of a college's existence enrollment would tend toward the conservative side; but after several years of operation the enrollment should be beyond estimates.

CHAPTER VII

CURRICULUM RECOMMENDATIONS

An important area in the planning of a new community junior college is the development of a curriculum for the students who will make use of its facilities, its library, its classrooms, its laboratories, and its shops. The curriculum is the structure for the very existence of the institution.

This study gave the youth of the area an opportunity to express their hopes, their aspirations, and their future plans. Parents have indicated their post high school plans and hopes for these young people. They have also indicated their own interests in adult programs and their sentiments regarding the establishment of a community junior college. Area industry and business has been contacted in order to learn their concept of future vocational needs within areas of junior college preparation. These considerations have all been taken into account in developing the curriculum.

Curriculum development is a dynamic process. It begins with initial recommendations and it will receive greater attention as details are shaped by the new institution's professional personnel with approval of an elected board. It will receive continuous attention as the institution grows and as its community changes.

In this chapter recommendations as to the type of educational programs that should be included in this curriculum are suggested. These recommendations have been conditioned by suggestions of the Committee on Educational Program and Curriculum, the results of surveys administered to high school youth, parents, and residents in the area, the existing job classifications as indicated by census data, and the findings from the sampling of industry and business opinion.

It is recommended that the following areas should be included in the curriculum.

A. A two year pre-professional college program paralleling the first two years of the normal four year college curriculum.

B. Career-occupational and vocational technical programs aimed at meeting middle level man power needs.

C. An adult or continuing-education program that will supplement and expand existing opportunities in the area.

There will be some overlap in the above areas in terms of course appropriateness for two or more programs. Further, it is assumed that minimum curricular requirements will be established for two year programs that lead to an Associate of Arts Degree.

College Pre-Professional Parallel Programs

The college parallel program should be aimed at meeting the needs of students who are preparing to transfer to four-year colleges and universities.

A study was made of the college catalogues of four-year institutions in the midwest from which a suggested basic college parallel course list is submitted.

SUBJECT	SEMESTER HOURS
Composition	3-4
Literature	3-4
Hygiene	2
American History and Government	6
Mathematics or Science	9-13
Speech	3
General Psychology	3
Physical Education	2

It is customary that a basic program be supplemented by a number of electives chosen by the student and broad enough to permit him to enroll in a number of courses that will complete the community college graduation requirement of a suggested 60-64 semester hours. The number of electives, after taking the basic list of courses stated above, should be from

28 to 34.

This group of basic college parallel courses for the first two years of college, along with an appropriate group of elective courses, should provide the transfer student ample opportunity to meet the prerequisites for advanced standing as a junior at most institutions of higher learning. It is assumed that these courses will not be offered each semester. Various departments of the proposed junior college could also offer additional courses in each category. Expansion and enrichment of a junior college program should be encouraged with the realization that this is due much to the ability of the various instructional departments. It is urged that junior college staff teach more than the traditional courses and seek to introduce experimental programs.

Many colleges and universities will accept for transfer credit some of the vocational and technical courses which will be discussed in the next section. If a junior college student, for the two-year program, selects first the basic courses listed and then a number of acceptable electives, and if he chooses a certain number of vocational-technical courses of college parallel level, he should be able then to transfer his course work to a four-year school of his choice. These transfer programs are usually referred to as "Pre-Teaching," "Pre-Medicine," "Pre-Engineering," "Pre-Business," and so forth.

Vocational-Technical Programs

Career-occupational courses are designed to help the student achieve his occupational goals and, at the same time, to provide industry and commerce with manpower trained in skills which they consider essential. Courses offered in the vocational-technical category should be of the middle-level manpower type as described in detail in Chapter Five. Preparation for specific positions in this category should reflect a determination of need as indicated by area business and industry as well as that of the greater metropolitan area, preferences as expressed by high school students, and the interest conveyed by parents and area residents.

A number of recommended programs for positions that interest a significant number of individuals contacted are listed. The list is not all-inclusive, yet it presents vocational technical programs.

Industrial Drafting Technology

SUBJECT	SEMESTER HOURS
American Institutions	6
English Composition or Technical Report Writing	3
Hygiene	3
Industrial Psychology	3
Speech	3
Physical Education	2
Industrial Mathematics	6
Blueprint Reading	2
Industrial Drafting & Design	24
Technical Physics	6
Machine Shop Materials & Processes	4
Other Electives To Total 68	

Electronic Technician

SUBJECT	SEMESTER HOURS
Rhetoric	6
Technical Mathematics	8
Basic and Advanced Electricity	10
Basic Electronics	8
Personal Adjustment	1
Physical Education	4
General Physics	10
Elements of Economics	3
Introduction to Psychology	3
Basic Industrial Electronics	3
Electronic Projects	4
Advanced Industrial Electronics	10
Electives To Total 68	

Registered Nurse

SUBJECT	SEMESTER HOURS
American Institutions	6
English Composition	3
Speech	3
General Psychology	3
Hygiene	2
Nursing As A Profession	4
Trends In Nursing	3
Biology	3
Anatomy	3
Physiology	3
Bacteriology	3
Maternal & Child Nursing	7
Neuropsychiatric Nursing	7
Sociology	3
Child Development	3
Physical Education	4
Nursing Practicum	12
Other Electives To Total 68	

Automotive Technology

SUBJECT	SEMESTER HOURS
American Institutions	6
English Composition or Business English	3
Speech	3
Psychology	3
Physical Education	2
Hygiene	2
Technical Mathematics	6
Practical Chemistry	4
Hand Tool Processes	3
Industrial Materials	3
Drafting	6
Internal Combustion Engines	3

Electrical Power Technology

SUBJECT	SEMESTER HOURS
American Institutions	6
English Composition or Business English	3
Speech	3
Hygiene	3
Shop Mathematics	3
Psychology	3
Introduction to Electronics	5
Blueprint Reading	3
Electronic Circuit Analysis	5
A/C Theory	3
D/C Theory	3
Physical Education	4
Other Electives To Total 68	

Data Processing

SUBJECT	SEMESTER HOURS
Rhetoric	6
Technical Mathematics	8
Fundamentals & Principles of Accounting	6
Introduction to Business Data Processing	3
Unit Record Equipment	4
Data Processing Applications	3
Computer Programming	9
Social Studies	3
Statistics	3
Programming Systems	3
Advanced Programming Systems	4
Business Systems Design and Development	3
Data Processing Field Project	3
Physical Education	4
Other Electives To Total 68	

Accountant - Bookkeeper

SUBJECT	SEMESTER HOURS
American Institutions	6
English Composition	4
Business Correspondence	2
Typing	3
Business Law	3
Business Management	3
Business Mathematics	3
Office Machines	3
Principles of Accounting	6
Economics	3
Hygiene	2
Speech	3
General Psychology	3
Physical Education	2
Other Electives To Total 68	

Building Construction Technology

SUBJECT	SEMESTER HOURS
Communication Skills	3
Technical Mathematics	4
Introduction to Graphics	3
Materials and Methods of Construction	3
Architectural Design	3
Freehand Architectural Drawing	3
PE	2
Communication Skills	3
Technical Mathematics	4
Architectural Drafting I	3
Community Structures and Building Codes	3
Strength of Materials	3
Elementary Surveying	3
World Civilization	4
Architectural Drafting II	3
Construction Laboratory	5
House Wiring and Plumbing	3
Real Estate Law	3
World Civilization	4
Specifications and Construction Contract	3

Business Management

SUBJECT	SEMESTER HOURS
American Institutions	6
English Composition or Business English	3
Speech	3
Business Mathematics	3
Hygiene	2
Psychology	3
Introduction to Business	3
Typing	3
Economics	3
Accounting	6
Business Law	3
Advertising	3
Physical Education	4
Other Electives To Total 68	

SUBJECT	SEMESTER HOURS
Secretarial	
American Institutions	6
English Composition	4
Business Correspondence	2
Typing	6
Business Mathematics	3
Shorthand	9
Introduction to Business	3
Secretarial Practice	3
Hygiene	2
Economics	3
Speech	3
Office Machines	3
General Psychology	3
Business Law	3
Physical Education	4
Other Electives To Total 68	

The foregoing is a small sample of the wide variety of programs in what is sometimes referred to as the terminal program of a community junior college. A number of new curricula include such areas as X-Ray Technology, Child Care Aid, Real Estate, Police Science, Recreational Leadership, and many others.

The area of middle-level manpower to be satisfied by vocational-technical curricula ranges from top-level skilled labor work up to certain types of managerial positions. These positions do not require a college degree yet do require work beyond high school. For this reason, the community junior college is appropriate for them.

Adult or Continuing Education Programs

The community junior college, in keeping with its accepted open-door admission policy, should stand ready to provide education for all area residents regardless of age. By doing this, it best becomes a true community college.

Results of the resident and parent surveys indicate that one-fourth to one-third of the adults interviewed would enroll in an adult or evening-type course in a community college. In addition, the need for special programs designed to encourage self development of non-high school graduates and others can be provided. Add to these the opportunity a community college could afford many residents who want to fill in the gaps of their twenty-years ago education with some modern courses or to satisfy a life long interest and education assumes a significant part in a curriculum.

Too specific a content within continuing or adult education should not be made. It is best to present an overview of these educational opportunities. To begin with the general adult program makes it possible to provide instruction of whatever level of interest the resident requires. Although not the only part of general adult education, remedial instruction is important. In providing for the educational needs of adults within the commuting area, this college can be in a position to offer almost any courses of varying lengths that may be needed in order to raise the educational or cultural level of the residents of the area. People in business and industry would not think of trying to compete in the free enterprise system with machinery that is fifteen or twenty years old, but people may be trying to succeed with education that they obtained fifteen or twenty years ago. Because of changes in political, social, and economic life, there must be many and varied adult education opportunities.

Under general adult education could be listed courses of an elementary or secondary level type that may be needed by adults to complete basic education that they may have missed in the public schools. There is an increasing demand for courses in the general area of family life improvement, such as child care, family budgeting, interior decoration, and outdoor recreation. Courses in various areas of citizenship responsibility, in the true meaning of democracy, in the skills of group discussion and decision-making, in public speaking, and many other areas are valuable. Another area of need could be called self-improvement. These could be studies needed to improve a person's ability to spend leisure time wisely or to satisfy intellectual curiosity. In this connection, courses that deal with the great books, foreign relations, implications of the space age, art, music, or of other subjects could be offered that could raise the general educational and cultural level of the people. Another area of study is the recreational or hobby area. It is often rather difficult to separate hobbies from occupations. There are many instances of people who developed hobbies and abilities that later have put them to use in earning a living.

The whole area of short courses of various occupational types that can be located within the vocational-technical curriculum should be listed. Here adults could take those courses which they felt would most useful in improving their competence on the job, in preparing for another job, or a promotion. It sometimes happens in a large community college that the proportion of students who enroll in part-time courses exceeds that of those in fulltime courses.

Community Service

It should be stressed that the community college also has a community service function. While various agencies in the broad community area may be providing certain phases of community service, the community college could become a cultural center for the commuting area. Opportunities for people to attend music concerts, lectures, or art exhibits are examples. The adult general education and continuing education role of the community college, along with its community service function, serves to complete the total curriculum that such an institution can provide. This adult and community service function allows the community college to truly serve the needs of all people.

Student Personnel Services

An immediate and vital adjunct to the curriculum of a community junior college is the provision of student personnel services. These services have been defined as those which contribute directly to the educational program of the college by complementing and supplementing instruction given in the classroom. These services also include those which contribute indirectly to preparing the student to take advantage of the entire resources of the community college as it meets its educational objectives. Student personnel services range from the rather routine, such as admissions and registration procedures, to the highly complex and professional services which one finds under such titles as Guidance and Counseling and Testing. In any well-developed statement of the educational objectives of a higher educational institution, there will always be noted that some of these objectives bear directly upon guidance and counseling. As a matter of fact, if a college wants to make possible a desirable student change and desirable student advancement, it is essential to have an effective student personnel program.

In these days of rapid advances in public education and in equally rapid increases in our population, student personnel services bear directly upon the need for individualizing education. Therefore, for the proposed junior college, it is recommended that an effective program of student personnel service should help each individual student: 1) to obtain information about the college prior to his enrollment; 2) to make proper educational and vocational plans in order that his instructional program will be most successful for him; 3) to choose the best levels of the various course offerings in respect to his own ability, his own interest, and aptitude; 4) to register for a program of studies and to become familiar with the facilities and equipment of the institution designed to meet his needs; 5) to help him with the ordinary problems of being a part of the college community including assistance with regard to housing, finances, and health; 6) to obtain objective evidence concerning these aptitudes, abilities, and interests through the testing program and to interpret this information to him in a manner that will enable him to make meaningful choices and wise decisions as to his educational program.

It is commonly agreed in educational circles that the importance of student personnel service is at its greatest at the junior college level. Three reasons can be given for this great importance. First, the age and maturity of junior college students is such that they are able to view with a considerable degree of objectivity their own abilities, aptitudes, and interests. At the same time, students, for the most part, are at an age level where decisions can be made that are in accordance with the best possible vocational and educational opportunities. Second, is the diversity of the curriculum of a community college. The very comprehensiveness of the program provides students with a wide variety of choices and this requires effective professional assistance in order to insure that choices will be wise ones. A third reason emphasizing the need for student personnel services is the relationship the college has with the life of the community itself. It must not only provide guidance for students as they pursue programs and courses of the college parallel or vocational-technical type, but must also provide guidance and assistance to the adults of the community as they participate in continuing education and as they make choices within their occupational fields and in their personal lives.

The Committee on Educational Program and Curriculum in discussing student personnel services particularly points out the need for providing scholarships. The committee emphasized the need for loan funds and job placement and follow-up. The committee recommends that students be responsible for making their own housing arrangements from a list of approved private homes for men and women. They feel it is not practical to provide dormitories. The Survey Team would broaden this to include any type of approved housing.

Student Activities

It is recommended that the community college institute a student activities program that will supplement the academic program. An extracurricular program designed to meet the needs and interests of the students that are not met in formal classroom situations is actually part of an adequate curriculum. It is recommended that this program include student government, intramural and inter-collegiate athletics, dramatics, music, journalism, and student clubs. The student activities program should be instituted with caution, keeping in mind the ability of existing facilities and a new instructional staff to handle such a program and also considering the contribution that each activity will make to the total school curriculum.

The possibility for providing properly supervised work experience should become an integral part of the program and offer great assistance toward development of vocational and technical instruction. Here may be an opportunity for area industry and business to associate itself, for mutual benefit, with the proposed community college.

Conclusion

Close articulation with area high schools should be established by the community junior college. This articulation is obviously needed in connection with the provision of college parallel or transfer courses and vocational-technical courses which may lead to an Associate of Arts degree. However, the adult and continuing education program should be developed in complete cooperation with the adult programs that exist in area high schools. The philosophy of a community junior college, as expressed earlier, sets forth the concept that the program will supplement existing educational offerings by other institutions.

The Committee on Educational Program and Curriculum has provided the survey team with many excellent suggestions and recommendations. All of these have been incorporated into the foregoing sections. It is appropriate that this chapter close with the following quotation from their report:

> "The junior college will be called upon to provide the educational needs of the vast number of young people and adults who, for one reason or another, do not choose to go to other established colleges and universities, or who would not be admitted to these institutions. The long range plans envisioned to the Master Plan for Higher Education in Illinois indicate that perhaps one-half of those graduating from high school would not be eligible for admission to these four-year colleges and universities in the state. In addition, there would be a number of students ranking high in their high school classes who would have reasons for attending a junior college in their own community. There are many other people who would like to continue their education and fill in gaps in their educational background who would find a junior college very profitable to them."

CHAPTER VIII

ADMINISTRATIVE, SUPERVISORY, AND FACULTY RECOMMENDATIONS

In Illinois the Board of Education of a public junior college district has complete authority and responsibility -- within the laws of the state and policies of the Junior College Board -- for the organization and operation of such colleges. Responsibilities of the board encompass such duties as selection of a president, overseeing and approving the educational program, promoting institutional and community relations, approving policies recommended by the president, and to obtain and manage funds and property. Election to membership of such a board is provided by Illinois law and will be implemented upon approval of a junior college district by the electorate.

The outline of the administrative, supervisory, and faculty recommendation of this Chapter is to assist the board and to inform the board and the public about some ways of organizing a public junior college in similar conditions to the four county area. A possible administrative structure and estimated salaries are included to serve as a basis for consideration.

Usually the public college board's first act is to select and appoint a president. This person acts as the board's chief executive and, in turn, chooses a staff to help him, employs faculty, and develops and implements policies for operation of the college. The job of president is a key one and the ultimate success of the institution will largely be a result of this individual's ability to perform the many and varied tasks of a chief executive. Some qualities and qualifications for president are stated in the next several sentences. Possibly the most important single quality of a president is good human relations.

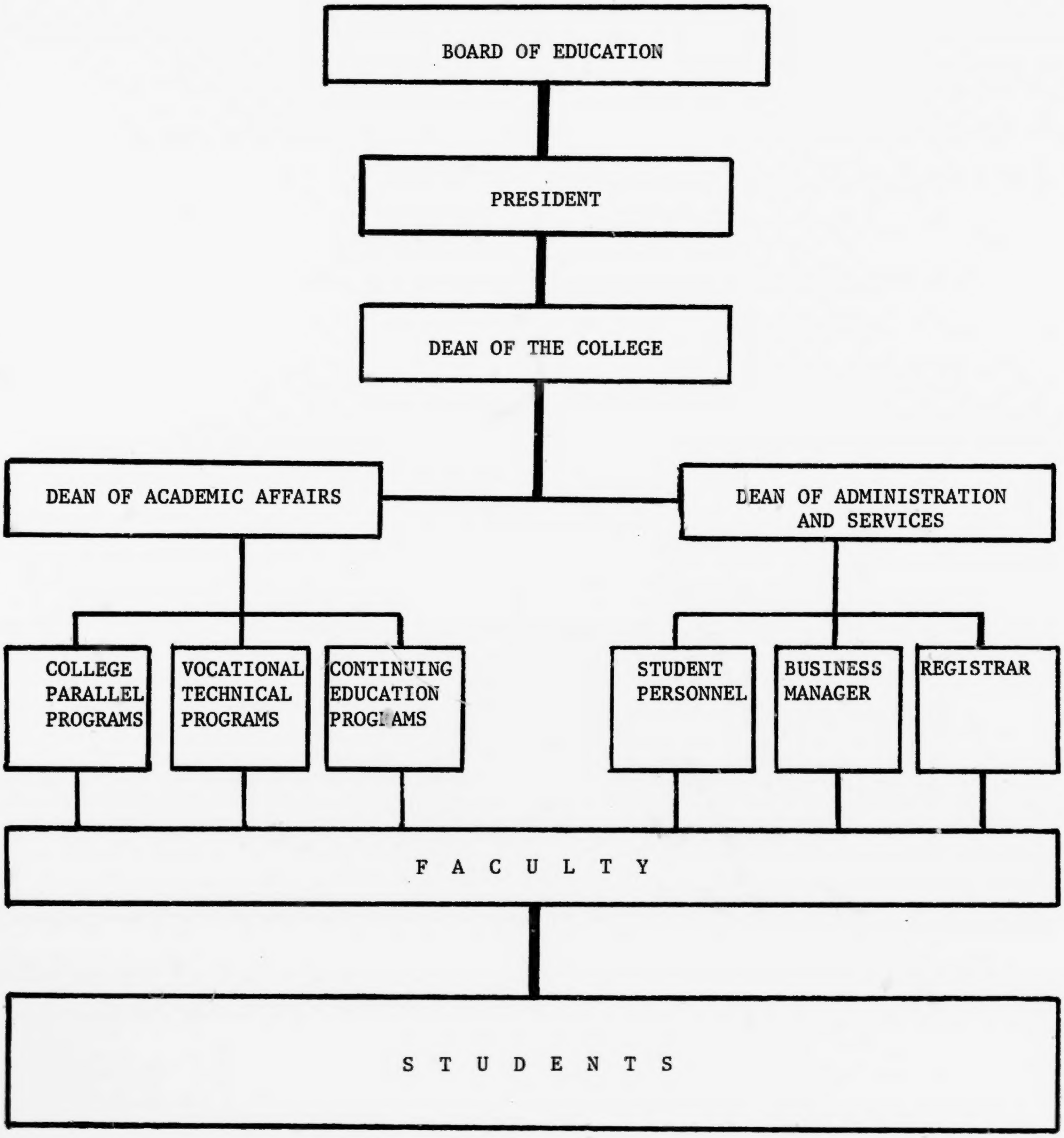
The president must be able to work well with the board, with the professional staff, and with the community. His past administrative record should demonstrate this potential. Also of importance in a president is his committment to the concept and knowledge of the role and function of a community junior college. Usually a person with such a committment and understanding will have had experience as a junior college administrator; however, persons with college and/or outstanding secondary school experiences may fill such a role. Other desireable qualifications should include: An earned doctorate degree, familiarity with establishment and administration of educational programs, ability to delegate authority, five or more years experience in administration, and a philosophy of education that admits to the changing role of education in modern society.

In suggesting the administrative structure[1] of such an institution the survey team tried to present a flexible arrangement that could be adjusted to meet change. While titles have been used, they are not necessarily the only ones. It is recommended, in view of the fact that a community junior college is higher education, that the chief executive officer be called a President, his chief assistant be Dean of the College, and that principal officers be called deans. It is also suggested that certain posts may involve multiple duties until growth of the institution allows expansion of the staff. Since the single example presented in this Chapter may not fit the final type of organization desired by the board and president, the survey team may be used as consultants in developing other structures. The structure suggested here is a dual one with a Dean of Academic Affairs over all academic work and a Dean of Administration

[1] See Chart 6.

CHART 6

PROPOSED ADMINISTRATIVE STRUCTURE


BOARD OF EDUCATION
PRESIDENT
DEAN OF THE COLLEGE
DEAN OF ACADEMIC AFFAIRS
DEAN OF ADMINISTRATION AND SERVICES
COLLEGE PARALLEL PROGRAMS
VOCATIONAL TECHNICAL PROGRAMS
CONTINUING EDUCATION PROGRAMS
STUDENT PERSONNEL
BUSINESS MANAGER
REGISTRAR
FACULTY
STUDENTS

and Services over these areas. The Dean of Academic Affairs in the example would have three assistants called directors. These would be in charge of the college parallel, the vocational-technical, and the continuing educational programs respectfully. The faculty would serve all these programs. The Dean of Administration and Services would be over the Student Personnel, Business, and Registrar offices. Under the Student Personnel office would be the non-academic activities of students, admissions, guidance, and counseling. The Business Office would direct fiscal matters, maintenance and physical plant, purchasing, etc. The Registrar's office would be in charge of record keeping, scheduling and the like. Qualifications of the persons serving in these capacities would differ. The deans would have similar qualifications to the president and specific experience in academics or administration. The directors should be as highly qualified as could be obtained, with special backgrounds in the three areas. The dean of students would need education and experience in the guidance area. The business manager a knowledge of accounting and finance. The registrar should be qualified in record keeping and scheduling.

The faculty should be qualified for their teaching area. They too, should be committed to the community college concept. Those teaching in academic programs should have similar academic qualifications as those required for any four-year accredited university. A major difference in the role of the faculty in a community junior college is that teaching is a primary objective and research, publication, and similar non-teaching duties are minor. In the career oriented areas, experience and ability are of importance. In areas of continuing education the faculty should be chosen on their experience, ability and interest. In all cases an attempt should be made to continuously upgrade education of the faculty as well as to evaluate and improve their teaching ability. Especially in continuing education will the college draw largely upon community resources. Community resources should also be utilized in vocational-technical areas, for evening programs, and for such special classes as may be needed.

In every area of instruction the community college should strive to build a teaching staff that would be masters of their art. It would be desireable for such a staff to be active and contributing members of the community. If there be a dedication on the part of a community college faculty it would most aptly be to good teaching.

Cost of administration, supervision and faculty is herein estimation as a guideline for the board and president. In order to obtain qualified administrative and supervisory personnel the college needs salaries above those of the public school systems in the area and equal to regional colleges and universities. This would place the Presidents salary in the \$20,000 - \$25,000 per year class. The Deans would be in the \$17,500 - \$20,000; directors in \$15,000 - \$17,500; and other staff \$12,500 to \$15,000 for 12 montns of employment. All of these positions need not be filled immediately, but should be left to the discretion of the President. Faculty salaries should average about \$1,000 per month or \$9,000 for an academic year of two semesters or three quarters. It is expected that summer programs would be developed and a number of faculty would be employed 12 months.

CHAPTER IX

BUILDING AND SITE RECOMMENDATIONS

Establishing a community junior college district requires determination of possible sites and adequate facilities to house the curriculum. The Site and Building Committee gave consideration to the following guidelines:

1. The need for a master plan of site acquisition and building construction, including the development of a schedule for priorities.
2. The total area of the proposed district to be served by the college.
3. Sites and buildings should be adequate for future expansion.
4. All facilities should be geared to the educational program, particularly as it strives to meet specific needs in the area.
5. Buildings should be multi-purpose and be adaptable to varying programs.
6. The facilities should be economically constructed, require low maintenance, and be attractive in appearance.
7. Community college sites must be established in properly zoned areas to assure a desirable cultural and learning environment.

The committee highly recommended the establishment of three attendance centers at the opening of the college. If the electorate approves establishment of a community junior college, these three centers would offer instruction in temporary rented facilities in the Fall of 1967. Each center would be in the area of a possible future permanent campus site.

The committee recommended that one site should be in the North portion of the proposed district near the greater Alton area, another in the South position near Granite City area and a third in the East portion between Collinsville and Highland. Each site should be suitable for expansion.

While initial enrollment is estimated at 1,000, after permanent buildings are constructed, the two metropolitan campuses may each have more than this the second year, and the less densly populated area about one fourth. The Illinois Junior College Board standards for building sites call for a minimum of 50 acres for the first 1000 students and 1 acre for each additional 100 students. The committee recommends 100 acres for the first 2500 students plus 2 acres for every additional 100 full-time students over 2500. For a ten year enrollment projection on three sites: this would call for a minimum of three 110 acre sites, with a more realistic estimate of two 110 acre sites and a 50 to 60 acre one.

A three-year building program could provide facilities for 3000 students distributed on three campuses close to their place of residence. These facilities, located where deemed necessary by the board, should primarily include main classroom and technical buildings. Guidance, student areas, and physical education facilities would follow. General recommendations state that basic junior college buildings should allocate 150 square feet per student. Space for guidance, student areas, physical education, etc. should be considered in addition. This would suggest basic buildings on these sites as about 200,000, 200,000 and 50,000 square feet each plus additional facilities. Using either a $16 to $20 per square foot as construction cost, a recognized current estimate of $3500 per full-time student, a primary construction cost of approximately $10,000,000 is anticipated. To this estimated cost of the three sites should be added, using a figure of $5000 per acre, two 110 acre and one 60 acre sites would cost $550,000 each and $300,000.

The physical facilities of the community junior college district are of major importance as they enhance the educational program of the college by providing the best possible physical environment for learning. Functional, modern buildings on three central campuses in the area will offer students pleasant available facilities and will be a source of pride for area residents.

CHAPTER X

FINANCIAL RECOMMENDATIONS

In making financial recommendations for the proposed community junior college district for this four county area it is the opinion of members of the steering committee and the survey team that the finances necessary to support the institution should come jointly from state of Illinois, from local taxation, and from the tuition of the students. This conviction is reflected in the very excellent report of the Finance Committee which built its recommendations surrounding the three sources just mentioned. The estimates of operating costs and of the capital outlay costs should be realistic and not minimal. It should be established at the outset that the requirements of the state junior college act have been amply met. The minimums as stated in these acts are that the assessed valuation of the proposed district should be $75,000,000 and the population should be in excess of 30,000. The assessed valuation for the proposed district is over one billion dollars and the population is almost 300,000. Assessed valuations of the school districts, included in the proposed area, are reported by the Finance Committee as "A possible assessed evaluation of $1,123,700,000." They state that this figure is based on the 1966 assessed valuation of the public schools in the proposed junior college area.

The ratio of students to faculty in the community junior college should be sufficiently low enough to affect an adequate learning situation. The ratio should not exceed 20 to 1. There should be offered a salary that will command a desirable faculty. The salaries of the administrators for the college should be equally attractive. A sufficient number of key administrators should be provided early in the formation of the institution (See Chapter VIII). In the area of instruction, sufficient funds should be provided to commence building an adequate library, providing testing materials, and a host of other instructional items.

The total estimated cost for the needed buildings required for the first five years of operation are set forth in Chapter IX. The State of Illinois up to 1971 will finance 75 per cent of the building and site costs. It will be necessary to budget rental charges for temporary quarters necessary to house the institution through perhaps the first two years of its operation. An additional factor is the estimating of the enrollment of the junior college during its first years of operation. While in Chapter III a prognosis of the possible enrollments in this proposed college has been made, it is felt that in estimating the capital outlay costs as well as in estimating the operational costs that a very liberal maximum figure should be used. Accordingly the figure of 2000 students is an estimate of the enrollment for the first years of operation, with an expectancy of 3000 within the next several years. The State will fund $11.50 per semester hour for each of these students after Class I status is obtained. It is on these figures that the proposed operating and capital outlay budgets will be made.

PROPOSED OPERATING BUDGET

Administration

Administrative Salaries.	$110,000
Administrative Supplies.	5,000
Administrative Travel, Mileage, etc.	1,000
Legal and Auditing Fees.	3,000
	$119,000

Instruction

Faculty Salaries (100 at $9000).	$900,000
Library	20,000
Testing Materials	15,000
Office Staff (20 at $3750).	75,000
10.09% Retirement Contribution for all Salaries.	108,598
Other Instructional Costs (approximately 20% of the above instruction costs). .	223,720
	$1,342,318

Operation

Custodial Salaries.	$125,000
Supplies.	10,000
Heating	15,000
Utilities	25,000
	$175,000

Maintenance

Maintenance Salaries. . . .	$ 15,000
Supplies.	2,000
Fixed Costs	2,000
	$ 19,000

Total Operating Expenditures

Administration.	$ 119,000
Instruction	1,342,318
Operation	175,000
Maintenance	19,000
	$1,655,318

The proposed costs for capital outlay and rental of temporary facilities are based upon the recommendations of the site and building committee as outlined in the previous chapter. The committee arrived at a total construction cost for the initial buildings of $10,000,000. To this must be added an estimated $550,000 cost for 110 acres of campus at $5,000 per acre. Two additional campus sites as recommended should be secured and an additional $1,000,000 should be allocated for this expenditure. A total building and site cost for the first five years of junior college operation would be about $11,550,000.

The recommendations of the Finance Committee are used to estimate the costs to the taxpayer for the operation of the proposed junior college district for its first year. The committee suggested that a tuition not to exceed $5.50 per semester hour be assessed each student which would result in $82.50 per semester or $165 for the academic year per full time student. Figuring on a basis of 2000 students this would result in a tuition income of $330,000. The committee also incorporated the anticipated state aid for junior colleges of $11.50 per semester hour. Computing this on the basis of 30 semester hours for a school year per student, this would arrive at a figure $345 per student per year and for 2000 students this would be $690,000. $330,000 for tuition plus $690,000 for state aid results in $1,200,000 which deducted from total operating costs of $1,655,318 leaves a sum of $635,318 to be secured by an education fund tax rate. Using the Finance Committees estimated total assessed evaluation of $1,123,700,000 a tax rate of .0565 would be required to meet operating expenses.

The total building and site cost of $11,550,000 can be reduced by the 75 per cent of this cost that will be borne by the state of Illinois. This leaves a sum of $2,887,500, which would have to be met by the junior college district. If this sum was paid off in ten years at five per cent interest, the sum of $369,000 would have to be expended each year. To this must be added a general estimate of $100,000 as yearly rental fees for temporary facilities for at least the first and possibly the second year of operation of the district. This amounts to $469,000 per year, and would require a tax rate of .0417.

The .0575 tax rate for operating expenses and the .0417 tax rate for capital outlay and temporary rentals amounts to a total tax rate of

.0982 for the entire community college district. This tax rate applied to a home with an assessed valuation of $10,000 would require a tax payment of $9.82 per year. It would be pointed out that all of these figures are estimates; that the enrollment may not reach this figure for the first year; that costs of land, costs of building, salary, and other costs may not be as high as estimated. However, it was felt that a maximum figure should be calculated.

It is concluded that the area can adequately provide financial support for the junior college district. The total operating costs of $1,655,318 when utilized for an enrollment of 2000 students results in an annual per capita cost of $827. This is a reasonable and satisfactory sum when compared with costs in some areas of the State of Illinois.

CHAPTER XI

SUMMARY AND CONCLUSIONS

This feasibility study for a proposed community junior college district concerns itself with one of the last metropolitan areas in Illinois of major significance that has not voted to become a junior college district. With an assessed valuation of $1,125,000,000 and an area 1716 square miles this district would be one of the largest community colleges in the state and nation. The study strongly recommends the establishment of a community junior college. It is a unique institution of higher learning embodying the philosophy that educational opportunities should be available for all people, affording a diversified curricula broad and continuing, as an element in the equilization of educational opportunities which would offer courses in general education, both terminal and having transfer value, vocational courses suitably related to local needs, and adult education programs of a varied character.

Recently, the Legislature of the State of Illinois has enacted laws which encourage an even more rapid expansion of junior colleges within the state than has been seen in past years. The Public Junior College Act of 1965 makes it financially desirable for areas in the state to form junior college districts. Most communities seek such a college as a valuable cultural institution and educational center. Spearheaded by the area's school administrators, and led by County Supt. of Schools Wilbur R. L. Trimpe, the Lewis and Clark Educational Foundation was formed for the express purpose of taking necessary action toward the formation of a Class I junior college.

An extensive study was made of the characteristics of the counties located in the proposed junior college district. The area as a whole has seen rapid growth in population and industry during recent decades. With the advent of many expressways crisscrossing and entering this area of

1716 square miles it is on the threshhold of considerable predominatly urban expansion.

Several surveys of area high school students, parents and residents were conducted with consistent results indicating that well over two-thirds of the people contacted were in favor of the establishment of a community junior college in the proposed area. Interest in career-occupational or vocational-technical programs exceeded to some degree interest in college-parallel coursework ultimately leading to a degree. Area businesses and industries indicated a great need for additional people in a wide variety of middle-level manpower positions. A statistical analysis of public school enrollments emphasizes a beginning enrollment of from 500 to 1000 full time students with a possible enrollment of 3000 to 5000 students within a few years. A multitude of factors quite obviously cloud these predictions.

Recommendations of the several sub-comittees of the sponsoring Foundation are reflected in the specific recommendations of the survey team. The total college curricula must include college parallel courses, vocational-technical career programs, and wide offerings in continuing and adult education. At the outset three instructional centers are recommended with instruction commencing in each; to be followed by building construction where the new college board places priority. College structures in the amount of $11,500,000 should be constructed within the first three years providing for an enrollment of 3000 students. An operating budget of $1,655,318 should be sufficient to accomodate the college up to an enrollment of 2000 students. Basing these costs on an anticipated total assessed valuation of approximately $1,125,000,000, a tax rate of .0575 would be needed for operation and .0215 for capital outlay amounting to a total tax rate of .0790.

Throughout the fifty states the interest in and growth of the community junior college is burgeoning. Illinois has taken a recent lead in the encouragement and formation of these colleges throughout its length and breadth. On every hand there is mounting evidence that our rapidly changing manpower needs call for regionally located, community oriented and community controlled colleges designed to serve the educational needs of all persons, regardless of their occupational goals, who are beyond high school age.

The twenty-four school districts, through their elected boards of education, have given their unanimous approval to the preparation of this feasibility study. The survey team extends its deep appreciation to the members of these boards of education, school administrators in the cooperating districts, and the many interested lay people who assisted in a variety of ways in the completion of this report.

The Survey Team recommends the development and construction of a Community Junior College in the area surveyed.

TABLE I

TOTAL POPULATIONS
(Urban in Parenthesis)

	Counties (with land area in square miles)			
	Calhoun 259	Jersey 374	Macoupin 872	Madison 731
1920	8,245 (none)	12,682 (3,839)	57,274 (26,803)	106,895 (69,797)
1930	8,034 (none)	12,556 (4,309)	48,703 (22,943)	143,830 (99,731)
1940	8,207 (none)	13,636 (4,809)	46,304 (19,217)	149,349 (104,638)
1950	6,898 (none)	15,264 (5,792)	44,210 (16,474)	182,307 (132,473)
1960	5,933 (none)	17,023 (7,420)	43,524 (16,546)	224,689 (161,258)
1961	5,900	17,400	43,500	229,400
1962	5,700	17,400	43,300	234,400
1963	5,600	17,000	42,800	238,600
1964	5,600	17,200	42,900	239,000
1965	5,400	17,700	42,700	242,000
1970	5,360	18,200	44,000	293,728
1980	5,000	20,000	46,000	310,000

Percent of Increase 1950 - 1960

	Calhoun	Jersey	Macoupin	Madison
Total	-14.0	+11.5	-1.6	+23.2
Urban	-----	+28.1	+0.4	+21.7
Rural	-14.0	+ 1.4	-2.7	+27.3

Source: 1960 Census of Population, Vol. I Characteristics of Population, Part A, Number of Inhabitants.

TABLE II EDUCATIONAL CHARACTERISTICS BY COUNTIES

School Enrollment	Calhoun	Jersey	Macoupin	Madison	STATE 1960
Total Enrolled, 5 to 34 Yrs. Old	1,181	4,265	9,549	54,534	
Kindergarten	--	20	286	4,524	
Public	--	12	259	4,005	
Elementary (1 to 8 Years)	858	2,823	6,633	36,078	
Public	626	2,494	5,961	29,948	
High School (1 to 4 Years)	311	830	2,221	11,949	
Public	311	804	2,208	11,008	
College	12	592	409	1,983	
Percent Enrolled in School, by Age					
5 and 6 Years Old	--	34.6	56.3	79.1	75.3
7 to 13 Years Old	95.3	98.7	97.7	97.5	97.6
14 and 15 Years Old	--	93.3	95.3	94.0	94.5
16 and 17 Years Old	--	76.9	86.6	83.5	81.0
18 and 19 Years Old	--	56.2	37.5	36.9	39.7
20 and 21 Years Old	--	42.4	23.4	11.3	20.0
22 and 24 Years Old	--	10.4	4.1	6.2	10.0
25 to 34 Years Old	1.7	1.1	1.3	3.0	--
Mdn. School Years Completed (Males, 25 Years)	8.4	8.7	8.8	9.1	10.4
Mdn. School Years Completed (Females, 25 Years)	8.6	9.1	8.9	9.6	10.6

U. S. Bureau of the Census, United States Census of Population: 1960, Illinois General Social and Economic Characteristics, PC (1) 15 C Ill.

TABLE III

Estimated 1964 Per Capita Income and Percentage of Households by Income Groups in Selected Illinois Counties and Larger Communities.

Counties and Cities with Junior Colleges	Per Capita Income	Per Cent of Households by Income Groups				
		$0 -2499	$2500 -9999	$4000 -9999	$7000 -9999	$10,000 -Over
Boone County	$2,111	19.1	15.6	33.8	14.8	16.7
Winnebago County	2,424	12.9	11.6	35.1	19.0	21.4
Rockford	2,626	11.9	10.9	34.9	19.4	22.9
Belvidere	2,369	15.5	13.9	36.2	17.3	17.1
(New Rock Valley Community College)						
Champaign County	$2,372	19.4	16.4	30.7	14.3	19.2
Champaign	2,777	15.0	13.5	30.8	16.4	24.3
Urbana	2,638	17.8	15.2	31.4	13.7	21.4
(New Community College)						
Clinton County	$1,591	26.8	20.5	32.3	10.6	9.8
Marion County	1,943	29.9	19.2	29.3	10.8	10.8
Centralia	2,267	25.6	17.5	31.5	12.6	12.8
(Proposed Kaskaskia Junior College)						
Madison County	$2,270	14.4	12.9	36.3	17.7	18.7
Alton	2,531	14.5	12.3	35.4	17.5	20.3
Collinsville	2,449	13.5	13.7	36.4	18.5	17.9
Edwardsville	2,669	13.3	11.7	35.9	16.8	22.3
Granite City	2,394	11.6	10.8	35.5	20.0	22.1
Jersey County	1,762	25.7	19.7	32.6	11.0	11.0
Macoupin County	1,845	29.3	20.1	31.0	10.9	8.7
Calhoun County	1,841	39.8	21.5	21.8	7.9	9.0
(Proposed Junior College of Lewis & Clark Educational Foundation)						
Peoria County	$2,526	14.8	12.9	34.5	16.9	20.9
Tazewell County	2,203	12.4	13.8	38.3	17.7	17.8
Woodford County	1,962	20.5	18.0	33.7	14.3	13.5
Peoria	2,494	17.7	14.5	33.9	15.4	18.5
Pekin	2,480	11.4	12.7	38.0	18.4	19.5
(New Peoria Area Junior College						
Rock Island County	$2,526	13.1	11.9	35.9	18.5	20.6
Moline	2,203	12.0	10.5	34.8	19.1	23.6
Rock Island	1,962	13.1	12.3	34.4	18.4	21.8
(Blackhawk Community College - First Class I District)						
St. Clair County	$2,467	19.1	14.9	34.4	15.9	15.7
Belleville	2,799	13.6	13.0	34.8	17.8	20.8
(Belleville Junior College Class I District Proposed)						
Stephenson County	$2,112	22.8	16.6	31.6	14.9	14.1
Freeport	2,516	14.8	14.6	34.9	17.9	17.8
(New Freeport Junior College - Class I Proposed)						
Whiteside County	$1,926	21.5	17.2	33.2	14.3	13.8
Sterling	2,512	13.4	15.3	34.4	16.3	20.6
(New Rock Valley Community Junior College)						

TABLE IV TOTAL PUBLIC SCHOOL ENROLLMENTS OF PARTICIPATING DISTRICTS, HIGH SCHOOL AND GRADUATES, WITH PERCENTAGE OF GRADUATES IN COLLEGE ESTIMATED TO THE 1976-77 SCHOOL YEAR

SCHOOL YEAR	Total Grade 9-12 Enrollment	Total Grade 12 Enrollment Entire Area	Number of High School Graduates	Percentage of Graduates in College
1961-1962	16,488	3,054	2,744	39.2%
1962-1963	17,979	3,089	2,853	41.3%
1963-1964	19,170	3,776	3,525	41.5%
1964-1965	20,185	4,738	4,405	45.5%
1965-1966	20,509	4,418	4,325	47.0%
1966-1967	21,071	4,510	4,340	48.0%
1967-1968	21,530	4,601	4,371	49.0%
1968-1969	22,002	4,801	4,561	50.0%
1969-1970	22,205	4,826	4,585	51.0%
1970-1971	22,560	4,893	4,648	52.0%
1971-1972	23,008	4,961	4,713	53.0%
1972-1973	23,143	5,149	4,892	54.0%
1973-1974	23,211	5,175	4,916	55.0%
1974-1975	23,821	5,244	4,982	56.0%
1975-1976	23,775	5,158	4,900	57.0%
1976-1977	24,213	5,336	5,069	58.0%

TABLE V INDUSTRIAL GROUP OF EMPLOYED PERSONS BY COUNTIES

Industry Group	Calhoun	Jersey	Macoupin	Madison
Both Sexes (Total)	1,994	5,614	14,582	80,757
Agriculture	710	909	2,645	2,387
Forestry and Fisheries	36	12	--	9
Mining	27	19	409	421
Construction	224	301	787	3,813
Manufacturing	186	1,627	3,268	33,659
Railroad and Railway Express	--	20	269	2,110
Trucking and Warehousing	28	62	231	1,379
Other Transportation	33	59	49	753
Communications	4	35	122	765
Utilities and Sanitary	18	45	180	970
Wholesale Trade	25	82	313	1,466
Food and Dairy Products	46	127	389	2,154
Eating and Drinking	63	190	444	2,158
Other Retail Trade	160	516	2,275	6,473
Finance, Real Estate, Ins.	28	97	464	2,530
Business Services	3	16	50	584
Repair Services	16	57	264	838
Private Households	27	179	299	1,337
Other Personnel Services	31	114	320	1,942
Entertainment, Recreation	--	37	70	484
Hospitals	10	69	331	2,138
Educational, Government	73	174	626	3,197
Educational, Private	44	406	287	703
Welfare, Religious	22	88	196	1,077
Other Professional	43	76	298	1,386
Public Administration	53	164	587	2,860
Industry Not Reported	84	133	409	3,164

Source: 1960 Census Characteristics of the Population, Vol. I, Part 15.

TABLE VI SELECTED SERVICES BY COUNTIES

	Calhoun		Jersey		Macoupin		Madison	
	1963	1958	1963	1958	1963	1958	1963	1958
Total Number of Establishments	42	37	103	77	322	207	1,458	1,090
Total Receipts All Established by $1000	228	311	1,492	1,100	3,762	2,353	28,976	19,854
Total Payroll Entire Year by $1000	(D)	25	331	193	573	408	6,233	4,978
Total Paid Employees (November 15)	(D)		109		224		1,900	
Number of Establishments:								
Hotels, motels, courts, camps	3		13		12		70	
Personal services	19		57		164		715	
Misc. Business services	--		6		19		141	
Auto repair, services, garages	8		5		46		210	
Misc.repair services	10		13		53		222	
Motion pictures	--		1		6		11	
Other amusement, recreation	2		8		22		89	

(D) Withheld to avoid disclosure

Source: 1963 Census of Business: Selected Services Illinois, BC63-SA15.

TABLE VII

AREA STUDENTS ENROLLED IN SOUTHERN ILLINOIS UNIVERSITY - FALL 1965

County	Freshmen	Sophomores	Other*	Total
Madison	1,642	462	1,230	3,334
Macoupin	108	32	94	234
Calhoun	11	5	10	26
Jersey	56	14	28	98
Totals	1,817	513	1,362	3,692

*Includes Junior, Senior, Graduate

TABLE VIII

NUMBER OF AREA FRESHMEN ENROLLING SOUTHERN ILLINOIS UNIVERSITY IN FALL 1964 WHO RETURNED AS SOPHOMORES IN FALL 1965.

County	Freshmen Fall 1964	Sophomores Fall 1965
Madison	1296	462
Macoupin	72	32
Calhoun	12	5
Jersey	35	14
Totals	1415	513

TABLE IX

Projected commuter Fall Quarter Enrollment by Classification Southern Illinois University, Edwardsville 1966-1971[1]

Class	1966	1967	1968	1969	1970 *	1971
Freshman	3308	3495	3208	3118	2723	3005
Sophomore	1125	1335	1278	1283	1247	1089
Junior	975	968	1201	1150	1154	1122
Senior	900	916	910	1128	1081	1084
Graduate	1350	1378	1466	1546	1620	1700
Totals	7658	8092	8063	8225	7825	8000

[1] Revised from Registrars Projection A, 1-31-66.

*Junior colleges in Madison-St. Clair Counties will be in full operation by 1970

TABLE X

PROJECTED COMMUTER PLUS CAMPUS HOUSING

Fall Quarter Enrollment by Classification
Southern Illinois University, Edwardsville, 1966-1971[1]

Class	1966	1967	1968	1969	1970*	1971
Freshman	3308	3495	3790	3951	3223	3300
Sophomore	1125	1335	1496	1982	2200	2526
Junior	975	968	1330	1784	2056	2273
Senior	900	916	910	1190	1641	1983
Graduate	1350	1378	1466	1546	1620	1700
Totals	7658	8092	8992	10453	10740	11782

*Junior colleges in Madison-St. Clair Counties will be in full operation by 1970.

[1] Revised from Registrar's Projection B, 1-31-66

APPENDIX 2

REGISTERED HOSPITALS IN THE FOUR COUNTIES

County	City	Hospital	Class of Service	In-patient Data Beds	In-patient Data Admissions	In-patient Data Census[1]	Expense (1000s) Total	Expense (1000s) Payroll	Person
Jersey	Jerseyville	Jersev Community	General	54	2485	35	--	263	72
Macoupin	Carlinville	Area	Genreal	58	1619	40	481	241	82
Macoupin	Staunton	Community Memorial	Genreal	55	1738	38	337	194	68
Madison	Alton	Memorial	General	181	7845	147	2318	1412	359
Madison	Alton	State	Psychiatric	1943	1301	1946	--	2980	767
Madison	Alton	St. Anthony's	General	140	3409	114	1129	615	162
Madison	Alton	St. Joseph's	General	158	6565	129	2121	1487	384
Madison	Edwardsville	County Sanatorium	Tuberculosis	90	64	45	--	288	77
Madison	Granite City	St. Elizabeth	General	243	9375	169	2298	1624	452
Madison	Highland	St. Joseph's	General	133	3764	95	935	579	184
Madison	Wood River	Township	General	84	3432	68	1075	693	170

Source: American Hospital Association. Hospitals: Guide Issue, A Report Prepared by the American Hospital Association (Chicago: American Hospital Association, 1965), pp. 71-82.

[1] Census: Average number of inpatients receiving care each day during a twelve month period; does not include newborn.

LIBRARY LOCATIONS AND BOOKS

County	City	Number of Books
Jersey	Grafton	Unknown
	Jerseyville	10,777
Macoupin	Brighton	Unknown
	Bunker Hill	2,410
	Carlinville	7,174
	Gillespie	10,964
	Girard	11,955
	Staunton	12,459
	Virden	8,261
Madison	Alton	43,896
	Bethalto	Unknown
	Collinsville	16,474
	East Alton	13,392
	Edwardsville	18,077
	Granite City	66,010
	Hartford	Unknown
	Highland	11,741
	Madison	13,778
	Roxana	Unknown
	Troy	Unknown
	Venice	20,522
	Wood River	30,017

Source: Illinois State Library, Illinois Libraries, Vol. 46, No. 8, Springfield, Illinois, October 1964.

HOUSING CHARACTERISTICS FOR THE FOUR COUNTIES: 1960

Housing Characteristics	Calhoun	Jersey	Macoupin	Madison
All Housing Units:	2,531	6,003	15,391	70,593
Occupied:	1,854	4,927	14,182	67,063
Owner Occupied	1,364	3,564	10,990	49,854
Renter Occupied	490	1,363	3,192	17,209
Vacant	677	1,076	1,209	3,530
Condition:				
Sound	1,645	4,434	12,139	59,439
Deteriorating	702	1,325	2,625	8,417
Dilapidated	184	244	627	2,729
Median Number of Rooms:	4.5	4.5	5.1	4.5
Median Number of Persons: (all occupied units)	2.9	2.9	2.6	3.3
Median Value (Owner Occupied)	$6,400	7,000	$5,700	$10,000
Median Gross Rent (Renter Occupied)	$ 63	$ 62	$ 55	$ 66
Year Structure Built:				
1959 to March 1960	55	164	282	2,479
1955 to 1958	246	589	683	7.823
1950 to 1954	219	727	706	10,029
1940 to 1949	251	905	855	11,029
1930 to 1939	333	609	692	7,779
1929 or earlier	1,427	3,009	12,173	31,446

Source: 1960 Census of Housing, States and Small Areas, Vol. 1, Part 3.

NUMBER OF NEW HOUSING UNITS AUTHORIZED BY BUILDING PERMITS IN ALL KNOWN PERMIT ISSUING PLACES

			Number of Housing Units: 1964			
	1964	1963	1-family	2-family	3,4-family	5-family
Jersey County						
Jerseyville	26	2	22	-	4	-
Macoupin County						
Gillespie	5	5				
Mount Olive	10	2				
Staunton	3	13				
Madison County						
Alton	50	p101	29	6	-	15
Collinsville	p229	108	100	2	-	p127
Edwardsville	70	41	46	-	-	24
Granite City	143	70	61	6	4	72
Hamel village	2	4				
Hartford village	8	10				
Highland	53	25	41	-	4	8
Livingston village	27	7				
Madison	10	30				
Madison County#	810	798	748	14	48	-
Venice	5	10				
Wood River	82	80	30	4	48	-

Permit system covers only the uninvcorporated part of the county.
p Includes housing units covered by contracts for public housing.

Source: U. S. Bureau of Census, Housing Authorized in Individual Permit-Issuing Places: 1964.

NET MIGRATION OF THE POPULATION FOR THE FOUR COUNTIES, 1950-1960

	All Ages					
	Net Migration			Migration Rate		
	Total	Male	Female	Total	Male	Female
Calhoun	-1850	-977	-873	-23.7	-24.3	-23.0
Jersey	- 416	-148	-268	- 2.3	- 1.6	- 2.9
Macoupin	-3470	-1874	-1596	- 7.3	- 7.9	- 6.7
Madison	8066	3753	4313	3.7	3.5	3.9

Source: Net Migration of the Population, 1950-1960 by Age, Sex and Color, Vol. 1, Part 2, Economic Research Service, US Dept. of Agriculture, May 1965.

POPULATION OF COUNTIES BY MINOR CIVIL DIVISIONS: 1940 - 1960

Civil Divisions	1960	1950	1940
Calhoun County			
Belleville precinct	517	773	1,007
Carlin precinct	204	271	406
Crater precinct	788	845	932
Kampsville village	453	437	432
Gilead precinct	293	387	478
Hamburg precinct	630	916	1,241
Hamburg village	264	225	300
Hardin precinct	1,396	1,447	1,494
Hardin village	356	928	838
Point precinct	1,188	1,308	1,472
Brussels village	201	205	275
Richwood precinct	917	951	1,177
Batchtown village	248	237	297
TOTAL	5,933	6,898	8,207
Jersey County			
Elsah twp	1,472	1,349	815
Elsah village	218	520	175
English twp	564	596	683
Fidelity twp	671	733	713
Fidelity village	125	157	146
Jersey twp	8,163	6,725	5,643
Jerseyville city	7,420	5,792	4,809
Mississippi twp	1,154	1,085	934
Otter Creed twp	613	669	673
Otterville town	140	118	110
Piasa twp	1,367	985	788
Brighton village (pt.)	172	74	71
Quarry twp	1,514	1,471	1,498
Grafton city	1,084	1,117	1,110
Richwood twp	652	704	839
Fieldon village	239	250	217
Rosedale twp	472	536	582
Ruyle twp	381	411	468
TOTAL	17,023	15,264	13,636

U. S. Bureau of the Census, United States Census of Population: 1960, Volume 1, Characteristics of the Population, Part 15, Illinois.

Civil Divisions	1960	1950	1940
Macoupin County			
Barr Twp	555	573	720
Hettick village (pt.)	112	112	139
Bird twp	393	472	529
Brighton twp	1,804	1,505	1,277
Brighton village (pt.)	1,076	860	626
Brushy Mound twp	367	396	462
Bunker Hill twp	2,451	2,265	1,775
Bunker Hill city	1,524	1,238	1,082
Cahokia twp	3,503	4,069	4,504
Benld city	1,848	2,093	2,444
Eagerville village	149	187	251
East Gillespie village (pt.)	99	125	148
Gillespie city (pt.)	666	863	828
Carlinville twp	6,223	5,773	5,717
Carlinville city	5,440	5,116	4,965
Chesterfield twp	1,058	1,068	1,107
Chesterfield village	280	272	290
Medora village (pt.)	286	294	287
Dorchester twp	1,320	1,436	1,586
Dorchester village (pt.)	90	71	90
Wilsonville village	688	822	902
Gillespie twp	4,025	4,259	4,833
Dorchester village (pt.)	71	91	95
East Gillespie village (pt.)	109	99	130
Gillespie city (pt.)	2,903	3,242	3,612
Mount Clare village	320	260	331
Girard twp	2,095	2,122	2,182
Girard city	1,734	1,740	1,741
Hillyard twp	597	651	666
Honey Point twp	383	259	503
Mount Olive twp	3,363	3,556	3,853
Mount Olive city	2,295	2,401	2,559
Sawyerville village	362	390	401
White city village	197	275	330
Nilwood twp	873	1,011	1,049
Nilwood town (pt.)	270	316	325
Standard City village (pt.)	138	145	169
North Otter twp	507	561	591
North Palmyra twp	1,070	1,179	1,278
Modesto village	228	232	276
Palmyra village (pt.)	370	385	399
Polk twp	332	348	471
Scottville twp	547	651	869
Scottville village	186	200	277
Shaws Point twp	559	640	734
Standard City village (pt.)	44	47	38
Shipman twp	1,248	1,302	1,223
Medora village (pt.)	161	138	151
Shipman town	417	376	372

Civil Divisions	1960	1950	1940
Macoupin County (cont'd)			
South Otter twp	468	524	603
Nilwood town (pt.)	4	5	--
South Palmyra twp	1,056	1,022	1,143
Hettick village (pt.)	141	156	151
Palmyra village (pt.)	441	361	425
Staunton twp	4,834	4,599	4,772
Staunton city	4,228	4,047	4,212
Virden twp	3,559	3,520	3,359
Virden twp	3,309	3,206	3,041
Western Mound twp	334	449	498
TOTAL	43,524	44,210	46,304
Madison County			
Alhambra twp	1,031	1,005	981
Alhambra village	537	476	375
Alton twp	43,047	32,550	31,255
Alton city	43,047	32,550	31,255
Chouteau twp	6,194	3,458	2,311
Hartford village (pt.)	1,170	775	534
Roxana village (pt.)	---	---	---
South Roxana (U)	2,010	---	---
Collinsville twp	20,122	15,082	12,311
Collinsville city (pt.)	14,011	11,623	9,767
Glen Carbon village (pt.)	38	27	--
Maryville village	675	539	536
Edwardsville twp	15,975	13,459	11,194
Dewey Park (U)	1,747	1,589	---
Edwardsville city	9,996	8,776	8,008
Glen Carbon village (pt.)	1,203	1,149	1,091
Fort Reussel twp	4,190	2,880	1,602
Bethalto village (pt.)	1,632	1,272	575
Foster twp	2,072	1,480	1,199
Godfrey twp	10,313	6,561	4,137
Alton North (U)	1,505	---	---
Alton North East (U)	1,194	---	---
Godfrey (U)	1,231	1,438	---
Granite City twp	25,573	25,417	22,974
Granite City (pt.)	25,573	25,417	22,974
Hamel twp	1,200	1,090	930
Hamel village	362	---	---
Helvetia twp	4,779	4,096	3,946
Highland city (pt.)	3,963	3,397	3,033
Jarvis twp	3,019	2,391	2,295
Troy city	1,778	1,260	1,154

Civil Divisions	1960	1950	1940
Madison County (cont'd)			
Leef twp	499	477	533
Grantfork village (pt.)	79	90	80
Marine twp	1,405	1,197	1,150
Marine village	813	657	557
Moro twp	1,238	973	919
Nameoki twp	23,710	9,230	6,669
Granite City (pt.)	14,500	4,048	---
Madison city (pt.)	517	555	1,262
Pontoon Beach (U)	1,107	---	---
New Douglas twp	634	609	629
New Douglas village	367	359	345
Olive twp	1,970	1,980	2,284
Livingston village	964	999	1,115
Williamson village	324	319	412
Omphghent twp	1,833	1,767	1,589
Worden village	1,060	968	1,264
Pin Oal twp	971	739	761
St. Jacob twp	1,221	1,118	1,121
St. Jacob village	529	478	439
Saline twp	2,067	1,811	1,679
Grantfork village (pt.)	55	72	50
Highland city (pt.)	980	886	787
Pierron village (pt.)	48	46	50
Venice twp	13,260	14,104	12,118
Granite City (pt.)	--	---	---
Madison city (pt.)	6,344	7,408	6,520
Venice city	5,380	6,226	5,454
Wood River twp	38,366	38,833	24,762
Bethalto village (pt.)	1,603	843	632
Cottage Hills (U)	3,976	3,357	---
East Alton village	7,630	7,290	4,680
Forest Homes (U)	2,205	---	---
Hartford village (pt.)	1,185	1,134	1,308
Rosewood Heights (U)	4,572	1,836	---
Roxana village (pt.)	2,090	1,911	1,255
Wood River city	11,694	10,190	8,197
TOTAL	224,689	182,307	149,349

PROPOSED JUNIOR COLLEGE DISTRICT

A proposed Junior College District lying in a portion of the southwestern part of Illinois and opposite from the St. Louis metropolitan area may be described briefly as follows:

1. All of Madison County excepting two square miles in the southeast corner being a part of the Breese district of Clinton County.
2. That portion of Highland C. U. #5 extending east into Bond county (24 sq. miles).
3. That portion of Highland C. U. #5 extending north into Montgomery County (15 sq. miles).
4. That portion of Collinsville C. U. #10 extending south into St. Clair County (12.3 sq. miles).
5. All of Calhoun County except that portion of Pike County District #3 extending south into Calhoun County (25 sy miles).
6. All of Jersey County except that portion of Greene County C. U. #10 extending south into Jersey County (2 sq. miles).
7. All of Macoupin County lying south of Carlinville C. U. #1.
8. That portion of Macoupin County C. U. #5 lying in Montgomery County (28 sq. miles).
9. Twenty-two square miles in the south-east corner of Greene County being a portion of Jersey Co. District #1.

TRAFFIC MAP
STATE OF ILLINOIS

PREPARED BY THE

BUREAU OF PLANNING

DIVISION OF HIGHWAYS

DEPARTMENT OF PUBLIC WORKS & BUILDINGS

IN COOPERATION WITH THE

U.S. DEPARTMENT OF COMMERCE

BUREAU OF PUBLIC ROADS

AVERAGE DAILY TOTAL TRAFFIC

1964

LEGEND

36	US ROUTE
74	*INTERSTATE ROUTE
68	STATE ROUTE
100	AVERAGE DAILY TRAFFIC

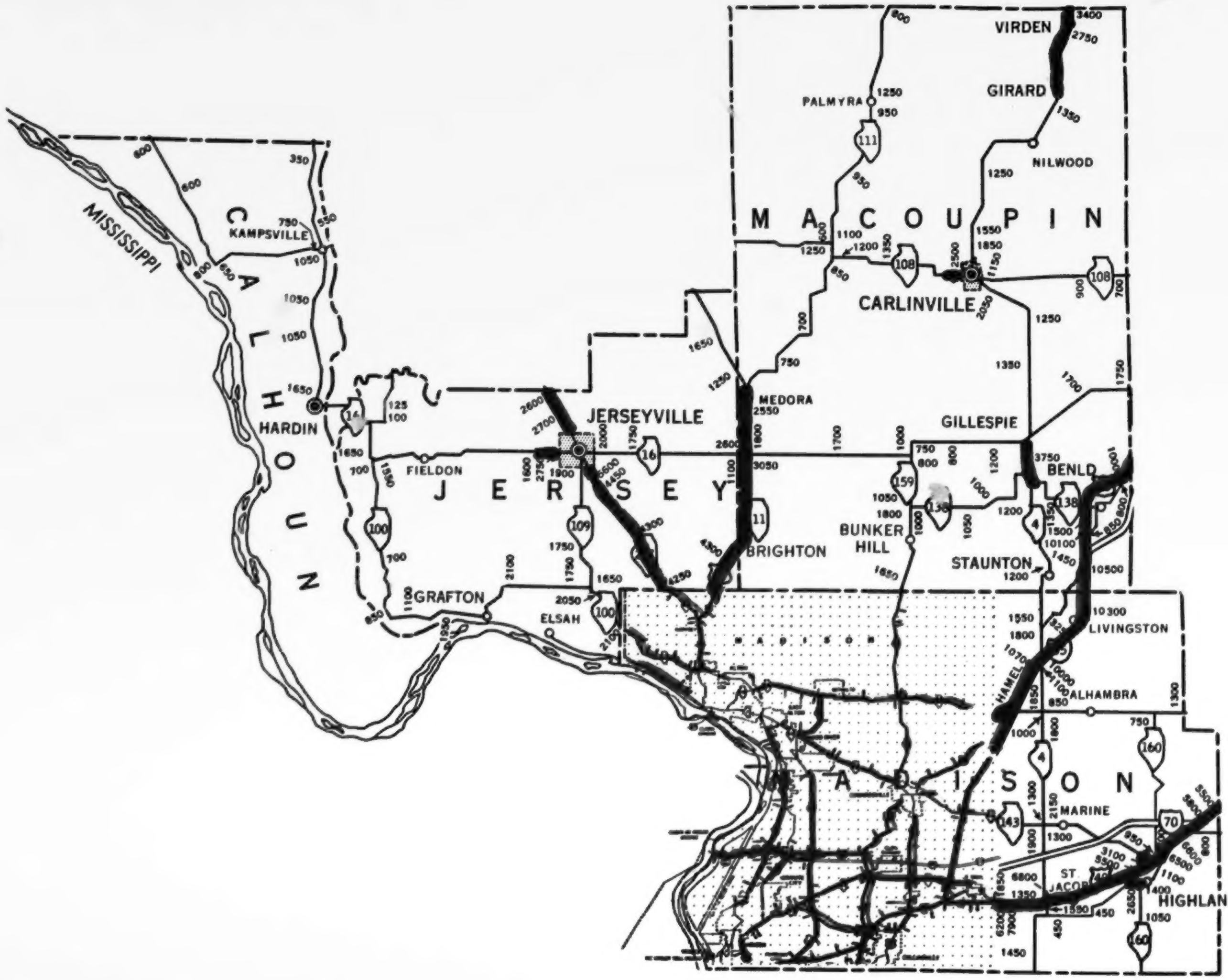
TRAFFIC VOLUME GROUPS

500	0 – 999
1750	1000 – 2499
3750	2500 – 4999
7500	5000 AND OVER

SCALE IN MILES

8 0 8 16 24 32

*INDICATES INTERSTATE ROUTES OPEN TO TRAFFIC INCLUDING OTHER HIGHWAYS OPEN TO TRAFFIC ON INTERSTATE LOCATIONS.


CALHOUN
JERSEY
MACOUPIN
MADISON
MISSISSIPPI
KAMPSVILLE
HARDIN
FIELDON
GRAFTON
ELSAH
JERSEYVILLE
MEDORA
BRIGHTON
BUNKER HILL
STAUNTON
GILLESPIE
BENLD
CARLINVILLE
PALMYRA
VIRDEN
GIRARD
NILWOOD
LIVINGSTON
HAMEL
ALHAMBRA
MARINE
ST JACOB
HIGHLAND

SOPHOMORE MALE TABULATION

LEWIS AND CLARK EDUCATIONAL FOUNDATION

High School Student Survey

. Your year in high school

	No.	%
1. Sophomore	1.2274	
2. Junior	2.____	

. Your sex

	No.	%
1. Male	1.2274	
2. Female	2.____	

. What is nearest to your High School grade average?

	No.	%
1. A	A 97	4.4
2. B	B 513	23.4
3. C	C 1241	56.6
4. D	D 331	15.1
5. F	F 10	.4

. What type of high school program are you now enrolled in?

	No.	%
1. College Preparatory	1. 818	37.7
2. General	2. 690	31.8
3. Trade, Shop or Technical	3. 460	21.2
4. Business - Commercial	4. 104	4.8
5. Agriculture	5. 54	2.4
6. Other ______________ (write in)	6. 40	1.8

. What are your tentative plans after high school graduation?

	No.	%
1. Attend college	1.1036	46.1
2. Attend business college	2. 56	2.4
3. Attend trade or technical school	3. 288	12.8
4. Enter military service	4. 272	12.1
5. Go to work	5. 348	15.4
6. Work at home	6. 22	.9
7. Become a housewife	7. 8	.3
8. Don't know	8. 169	7.5
9. Other ______________ (write in)	9. 47	2.0

. How do you think your parents feel about your going to college or having some other education after high school?

	No.	%
1. Require that I go	1. 206	9.5
2. Want me to go	2.1255	58.1
3. Leave it up to me	3. 643	29.7
4. Would rather I not go	4. 29	1.3
5. Won't let me go	5. 7	.3
6. Other ______________ (write in)	6. 18	.8

7. Beyond high school, do your future plans include going to any kind of school or college? Check only one.

	No.	%
1. Yes	1.1060	47.7
2. Probably yes	2. 411	18.5
3. Undecided	3. 384	17.3
4. Probably no	4. 179	8.0
5. No	5. 185	8.0

8. If you plan to attend a school or college after high school, will it be necessary for you to have a scholarship or go to work?

	No.	%
1. Yes	1.1274	62.0
2. No	2. 778	37.9

9. What kind of school or college are you planning to attend after high school?

	No.	%
1. A specialized school, such as business, beauty, vocational technical, etc.	1. 483	22.0
2. A local community college	2. 213	9.7
3. A state supported institution such as Southern Illinois University, University of Illinois, etc.	3. 765	34.8
4. A privately supported institution such as Principia, Monticello	4. 33	1.5
5. An out of state college or university	5. 251	11.4
6. Other ______________ (write in)	6. 87	3.9
7. None	7. 362	16.4

10. If for any reason you would be unable to attend a four year college the first year, would you attend an equal transfer program in a community college?

	No.	%
1. Yes	1. 915	43.4
2. No	2. 320	15.1
3. Undecided	3. 873	41.4

11. If you plan to transfer to a four year college or university, what kind of program would you wish to take in a community college?

		No.	%
1.	Liberal arts	1. 191	*9.8*
2.	Teaching	2. 175	*8.9*
3.	Business-commerce	3. 255	*13.0*
4.	Pre-medical or dental	4. 129	*6.6*
5.	Pre-Law	5. 82	*4.2*
6.	Engineering	6. 672	*34.4*
7.	Agriculture	7. 142	*7.2*
8.	Home Economics	8. 10	*.5*
9.	Other ______________	9. 292	*14.9*

12. If you could study in any of the fields listed below, list your first and second choices in the boxes. (Use 1 for first choice, 2 for second) If none, on the next question please write in what field you feel would be of use and value to you.

	Technical				
1.	Data processing	*4.8*	1. 120	92	*4.7*
2.	Drafting	*10.2*	2. 256	135	*7.0*
3.	Electronics	*10.3*	3. 259	151	*7.8*
4.	Laboratory technician	*3.9*	4. 99	82	*4.2*
5.	Dental technician	*1.7*	5. 44	32	*1.6*
6.	Instrumentation	*1.7*	6. 43	51	*2.6*
	Vocational				
1.	Blueprint reading	*3.3*	1. 84	89	*4.6*
2.	Construction	*7.4*	2. 186	138	*7.1*
3.	Mechanic-auto	*9.3*	3. 234	101	*5.2*
4.	Radio-TV repair	*2.0*	4. 50	49	*2.5*
5.	Electrician	*3.9*	5. 99	87	*4.5*
6.	Plumbing	*.5*	6. 13	17	*.8*
7.	Practical nursing	*.1*	7. 4	2	*.1*
8.	Dietician	*.2*	8. 5	6	*.3*
9.	Welding	*4.9*	9. 123	133	*6.8*
	Business-Commercial				
1.	Accounting-Bookkeeping	*3.7*	1. 93	64	*3.3*
2.	Advertising	*2.8*	2. 70	65	*3.3*
3.	Business Management	*5.7*	3. 144	93	*4.8*
4.	Commercial Art	*2.8*	4. 72	30	*1.5*
5.	Retailing	*.5*	5. 14	24	*1.2*
6.	Salesmanship	*2.2*	6. 55	55	*2.8*
7.	Secretarial	*.4*	7. 10	9	*.4*
	None of the above	*16.9*	423		*21.9*

13. If you checked none in the above question, please write in what vocation or technical field would be of most use and value to you for further study.

435

____

14. How do you feel about a community college for this area? Check as many answers as you feel apply.

		No.	%
1.	A community college would be my first choice.	1. 465	*14.8*
2.	I would go if I could not enroll in the college of my choice.	2. 926	*29.5*
3.	I would go if I could not get a full time job after I graduate from high school.	3. 281	*8.9*
4.	I would go to a community college, as I could get a part time job and have enough funds to continue my education.	4. 595	*18.9*
5.	I would go part-time to a community college in the day program and work full time.	5. 158	*5.0*
6.	I would go part-time in the evening program and work full time.	6. 184	*5.8*
7.	I would not like to go to a community college in this area.	7. 264	*8.4*
8.	I do not plan to take any more schooling after high school graduation.	8. 264	*8.4*

SOPHOMORE FEMALE TABULATION

LEWIS AND CLARK EDUCATIONAL FOUNDATION

High School Student Survey

1. Your year in high school

	No.	%
1. Sophomore	1.2274	
2. Junior	2.____	

2. Your sex

	No.	%
1. Male	1.____	
2. Female	2.2274	

3. What is nearest to your High School grade average?

	No.	%
1. A	A 128	5.6
2. B	B 737	32.4
3. C	C 1205	53.0
4. D	D 191	8.4
5. F	F 9	.3

4. What type of high school program are you now enrolled in?

	No.	%
1. College Preparatory	1. 763	33.9
2. General	2. 702	31.2
3. Trade, Shop or Technical	3. 34	1.5
4. Business - Commercial	4. 659	29.3
5. Agriculture	5. 1	.4
6. Other ______________ (write in)	6. 86	3.8

5. What are your tentative plans after high school graduation?

	No.	%
1. Attend college	1. 868	36.8
2. Attend business college	2. 275	11.6
3. Attend trade or technical school	3. 193	8.1
4. Enter military service	4. 38	1.6
5. Go to work	5. 467	19.8
6. Work at home	6. 16	.6
7. Become a housewife	7. 129	5.4
8. Don't know	8. 247	10.4
9. Other ______________ (write in)	9. 125	5.3

6. How do you think your parents feel about your going to college or having some other education after high school?

	No.	%
1. Require that I go	1. 100	4.3
2. Want me to go	2.1150	50.2
3. Leave it up to me	3. 972	42.5
4. Would rather I not go	4. 37	1.6
5. Won't let me go	5. 9	.3
6. Other ______________ (write in)	6. 19	.8

7. Beyond high school, do your future plans include going to any kind of school or college? Check only one.

	No.	%
1. Yes	1.1054	46.1
2. Probably yes	2. 462	20.2
3. Undecided	3. 393	17.1
4. Probably no	4. 188	8.2
5. No	5. 189	8.2

8. If you plan to attend a school or college after high school, will it be necessary for you to have a scholarship or go to work?

	No.	%
1. Yes	1.1220	54.6
2. No	2.1011	45.3

9. What kind of school or college are you planning to attend after high school?

	No.	%
1. A specialized school, such as business, beauty, vocational technical, etc.	1. 848	36.8
2. A local community college	2. 127	5.5
3. A state supported institution such as Southern Illinois University, University of Illinois, etc.	3. 568	24.6
4. A privately supported institution such as Principia, Monticello	4. 60	2.6
5. An out of state college or university	5. 216	9.3
6. Other ______________ (write in)	6. 106	4.6
7. None	7. 376	16.3

10. If for any reason you would be unable to attend a four year college the first year, would you attend an equal transfer program in a community college?

	No.	%
1. Yes	1. 940	43.0
2. No	2. 344	15.7
3. Undecided	3. 901	41.2

11. If you plan to transfer to a four year college or university, what kind of program would you wish to take in a community college?

		No.	%
1.	Liberal arts	1. 233	11.7
2.	Teaching	2. 386	19.4
3.	Business-commerce	3. 646	32.5
4.	Pre-medical or dental	4. 261	13.1
5.	Pre-Law	5. 28	1.4
6.	Engineering	6. 13	.6
7.	Agriculture	7. 3	.1
8.	Home Economics	8. 220	11.0
9.	Other ______________	9. 197	9.9

12. If you could study in any of the fields listed below, list your first and second choices in the boxes. (Use 1 for first choice, 2 for second) If none, on the next question please write in what field you feel would be of use and value to you.

	Technical				
1.	Data processing	3.1	1. 77	53	2.6
2.	Drafting	.7	2. 18	12	.6
3.	Electronics	.4	3. 10	6	.3
4.	Laboratory technician	6.8	4. 165	109	5.5
5.	Dental technician	3.1	5. 75	99	5.0
6.	Instrumentation	.4	6. 11	13	.6
	Vocational				
1.	Blueprint reading	.6	1. 16	19	.9
2.	Construction	.1	2. 3	7	.3
3.	Mechanic-auto	.3	3. 9	5	.2
4.	Radio-TV repair	.2	4. 6	2	.1
5.	Electrician	.2	5. 5	2	.1
6.	Plumbing	.1	6. 1	4	.2
7.	Practical nursing	10.3	7. 249	133	6.7
8.	Dietician	3.1	8. 77	96	4.8
9.	Welding	.1	9. 3	3	.1
	Business-Commercial				
1.	Accounting-Bookkeeping	8.9	1. 215	299	15.1
2.	Advertising	1.7	2. 43	91	4.6
3.	Business Management	1.9	3. 48	88	4.4
4.	Commercial Art	4.9	4. 119	43	2.1
5.	Retailing	.4	5. 11	20	1.0
6.	Salesmanship	1.8	6. 45	65	3.2
7.	Secretarial	28.4	7. 686	278	14.1
	None of the above	21.6	523		26.5

13. If you checked none in the above question, please write in what vocation or technical field would be of most use and value to you for further study.

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14. How do you feel about a community college for this area? Check as many answers as you feel apply.

		No.	%
1.	A community college would be my first choice.	1. 420	13.8
2.	I would go if I could not enroll in the college of my choice.	2. 872	28.8
3.	I would go if I could not get a full time job after I graduate from high school.	3. 260	8.6
4.	I would go to a community college, as I could get a part time job and have enough funds to continue my education.	4. 579	19.1
5.	I would go part-time to a community college in the day program and work full time.	5. 113	3.7
6.	I would go part-time in the evening program and work full time.	6. 113	3.7
7.	I would not like to go to a community college in this area.	7. 323	10.6
8.	I do not plan to take any more schooling after high school graduation.	8. 342	11.3

JUNIOR MALE TABULATION

LEWIS AND CLARK EDUCATIONAL FOUNDATION

High School Student Survey

Your year in high school

		No.	%
1. Sophomore	1.		
2. Junior	2.	2003	

Your sex

		No.	%
1. Male	1.	2003	
2. Female	2.		

What is nearest to your High School grade average?

		No.	%
1. A	A	95	*4.7*
2. B	B	481	*24.0*
3. C	C	1125	*56.1*
4. D	D	294	*14.6*
5. F	F	7	*.3*

What type of high school program are you now enrolled in?

		No.	%
1. College Preparatory	1.	765	*38.0*
2. General	2.	643	*31.9*
3. Trade, Shop or Technical	3.	410	*20.3*
4. Business - Commercial	4.	113	*5.6*
5. Agriculture	5.	47	*2.3*
6. Other ________________ (write in)	6.	32	*1.5*

What are your tentative plans after high school graduation?

		No.	%
1. Attend college	1.	983	*47.5*
2. Attend business college	2.	53	*2.5*
3. Attend trade or technical school	3.	303	*14.6*
4. Enter military service	4.	285	*13.7*
5. Go to work	5.	277	*13.3*
6. Work at home	6.	19	*.9*
7. Become a housewife	7.	2	*.1*
8. Don't know	8.	116	*5.6*
9. Other ________________ (write in)	9.	31	*1.4*

How do you think your parents feel about your going to college or having some other education after high school?

		No.	%
1. Require that I go	1.	240	*11.9*
2. Want me to go	2.	1067	*53.3*
3. Leave it up to me	3.	647	*32.3*
4. Would rather I not go	4.	22	*1.0*
5. Won't let me go	5.	7	*.3*
6. Other ________________ (write in)	6.	18	*.8*

7. Beyond high school, do your future plans include going to any kind of school or college? Check only one.

		No.	%
1. Yes	1.	1059	*53.3*
2. Probably yes	2.	320	*16.1*
3. Undecided	3.	323	*16.2*
4. Probably no	4.	124	*6.2*
5. No	5.	160	*8.0*

8. If you plan to attend a school or college after high school, will it be necessary for you to have a scholarship or go to work?

		No.	%
1. Yes	1.	1244	*66.2*
2. No	2.	634	*33.7*

9. What kind of school or college are you planning to attend after high school?

		No.	%
1. A specialized school, such as business, beauty, vocational technical, etc.	1.	476	*23.7*
2. A local community college	2.	150	*7.4*
3. A state supported institution such as Southern Illinois University, University of Illinois, etc.	3.	714	*35.5*
4. A privately supported institution such as Principia, Monticello	4.	55	*2.7*
5. An out of state college or university	5.	205	*10.2*
6. Other ________________ (write in)	6.	90	*4.4*
7. None	7.	317	*15.7*

10. If for any reason you would be unable to attend a four year college the first year, would you attend an equal transfer program in a community college?

		No.	%
1. Yes	1.	888	*46.3*
2. No	2.	305	*15.9*
3. Undecided	3.	321	*37.6*

11. If you plan to transfer to a four year college or university, what kind of program would you wish to take in a community college?

	No.	%
1. Liberal arts	1. 232	*13.5*
2. Teaching	2. 195	*11.3*
3. Business-commerce	3. 200	*11.6*
4. Pre-medical or dental	4. 90	*5.2*
5. Pre-Law	5. 65	*3.7*
6. Engineering	6. 559	*32.5*
7. Agriculture	7. 121	*7.0*
8. Home Economics	8. 6	*.3*
9. Other ____________	9. 249	*14.5*

12. If you could study in any of the fields listed below, list your first and second choices in the boxes. (Use 1 for first choice, 2 for second) If none, on the next question please write in what field you feel would be of use and value to you.

		No.		%
Technical				
1. Data processing	*4.5*	1. 103	99	*5.8*
2. Drafting	*9.9*	2. 225	114	*6.6*
3. Electronics	*9.6*	3. 218	133	*7.7*
4. Laboratory technician	*3.7*	4. 84	85	*4.9*
5. Dental technician	*1.5*	5. 35	25	*1.4*
6. Instrumentation	*1.5*	6. 36	42	*2.4*
Vocational				
1. Blueprint reading	*3.2*	1. 73	58	*3.3*
2. Construction	*6.7*	2. 153	119	*6.9*
3. Mechanic-auto	*9.4*	3. 213	96	*5.6*
4. Radio-TV repair	*1.7*	4. 39	36	*2.1*
5. Electrician	*3.4*	5. 77	82	*4.8*
6. Plumbing	*.5*	6. 13	16	*.9*
7. Practical nursing	*.2*	7. 5	2	*.1*
8. Dietician	*.4*	8. 10	12	*.7*
9. Welding	*4.6*	9. 106	100	*5.8*
Business-Commercial				
1. Accounting-Bookkeeping	*5.1*	1. 117	55	*3.2*
2. Advertising	*3.0*	2. 69	71	*4.1*
3. Business Management	*5.6*	3. 128	81	*4.6*
4. Commercial Art	*2.5*	4. 58	23	*1.3*
5. Retailing	*1.0*	5. 23	25	*1.4*
6. Salesmanship	*2.4*	6. 55	51	*2.9*
7. Secretarial	*1.9*	7. 44	7	*.4*
None of the above	*16.5*	374		*21.9*

13. If you checked none in the above question, please write in what vocation or technical field would be of most use and value to you for further study.

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How do you feel about a community college for this area? Check as many answers as you feel apply.

	No.	%
1. A community college would be my first choice.	1. 390	*15.0*
2. I would go if I could not enroll in the college of my choice.	2. 758	*29.2*
3. I would go if I could not get a full time job after I graduate from high school	3. 205	*7.9*
4. I would go to a community college, as I could get a part time job and have enough -unds to continue my education.	4. 452	*17.4*
5. I would go part-time to a community college in the day program and work full time.	5. 124	*4.7*
6. I would go part-time in the evening program and work full time.	6. 169	*6.5*
7. I would not like to go to a community college in this area.	7. 244	*9.4*
8. I do not plan to take any more schooling after high school graduation.	8. 246	*9.5*

JUNIOR FEMALE TABULATION

LEWIS AND CLARK EDUCATIONAL FOUNDATION

High School Student Survey

1. Your year in high school

	No.	%
1. Sophomore	1.____	
2. Junior	2. 2002	

2. Your sex

	No.	%
1. Male	1.____	
2. Female	2. 2002	

3. What is nearest to your High School grade average?

	No.	%
1. A	A 134	*6.7*
2. B	B 703	*35.2*
3. C	C 976	*48.9*
4. D	D 180	*9.0*
5. F	F 1	*.1*

4. What type of high school program are you now enrolled in?

	No.	%
1. College Preparatory	1. 683	*34.8*
2. General	2. 639	*32.6*
3. Trade, Shop or Technical	3. 31	*1.5*
4. Business - Commercial	4. 529	*27.0*
5. Agriculture	5. 7	*.3*
6. Other ______________ (write in)	6. 69	*3.5*

5. What are your tentative plans after high school graduation?

	No.	%
1. Attend college	1. 783	*38.4*
2. Attend business college	2. 190	*9.3*
3. Attend trade or technical school	3. 150	*7.3*
4. Enter military service	4. 29	*1.4*
5. Go to work	5. 471	*23.1*
6. Work at home	6. 13	*.6*
7. Become a housewife	7. 129	*6.3*
8. Don't know	8. 129	*6.3*
9. Other ______________ (write in)	9. 141	*6.3*

6. How do you think your parents feel about your going to college or having some other education after high school?

	No.	%
1. Require that I go	1. 100	*5.0*
2. Want me to go	2. 954	*47.7*
3. Leave it up to me	3. 874	*43.7*
4. Would rather I not go	4. 35	*1.7*
5. Won't let me go	5. 9	*.4*
6. Other ______________ (write in)	6. 27	*1.3*

7. Beyond high school, do your future plans include going to any kind of school or college? Check only one.

	No.	%
1. Yes	1. 1011	*48.3*
2. Probably yes	2. 413	*19.7*
3. Undecided	3. 314	*15.0*
4. Probably no	4. 160	*7.6*
5. No	5. 193	*9.2*

8. If you plan to attend a school or college after high school, will it be necessary for you to have a scholarship or go to work?

	No.	%
1. Yes	1. 1033	*55.7*
2. No	2. 820	*44.2*

9. What kind of school or college are you planning to attend after high school?

	No.	%
1. A specialized school, such as business, beauty, vocational technical, etc.	1. 721	*35.2*
2. A local community college	2. 91	*4.4*
3. A state supported institution such as Southern Illinois University, University Of Illinois, etc.	3. 570	*27.8*
4. A privately supported institution such as Principia, Monticello	4. 72	*3.5*
5. An out of state college or university	5. 164	*8.0*
6. Other______________ (write in)	6. 97	*4.7*
7. None	7. 333	*16.2*

10. If for any reason you would be unable to attend a four year college the first year, would you attend an equal transfer program in a community college?

	No.	%
1. Yes	1. 852	*45.1*
2. No	2. 352	*18.6*
3. Undecided	3. 684	*36.2*

11. If you plan to transfer to a four year college or university, what kind of program would you wish to take in a community college?

		No.	%
1.	Liberal arts	1. 245	14.8
2.	Teaching	2. 316	19.1
3.	Business-commerce	3. 518	31.4
4.	Pre-medical or dental	4. 193	11.7
5.	Pre-Law	5. 17	1.0
6.	Engineering	6. 9	.5
7.	Agriculture	7. 11	.6
8.	Home Economics	8. 151	9.1
9.	Other ______________	9. 189	11.4

12. If you could study in any of the fields listed below, list your first and second choices in the boxes. (Use 1 for first choice, 2 for second) If none, or the next question please write in what field you feel would be of use and value to you.

	Technical				
1.	Data processing	4.3	1. 90	63	3.4
2.	Drafting	.1	2. 4	17	.9
3.	Electronics	.2	3. 5	3	.1
4.	Laboratory technician	7.9	4. 163	84	4.6
5.	Dental technician	3.0	5. 62	89	4.9
6.	Instrumentation	.5	6. 12	19	1.0
	Vocational				
1.	Blueprint reading	.4	1. 10	13	.7
2.	Construction	.1	2. 4	5	.2
3.	Mechanic-auto	.4	3. 10	10	.5
4.	Radio-TV repair	.1	4. 2	1	.1
5.	Electrician	.1	5. 2	3	.1
6.	Plumbing	.1	6. 2	3	.1
7.	Practical nursing	9.7	7. 201	117	6.4
8.	Dietician	3.0	8. 63	105	5.8
9.	Welding	.1	9. 1	4	.2
	Business-Commercial				
1.	Accounting-Bookkeeping	9.6	1. 199	222	12.2
2.	Advertising	1.7	2. 36	68	3.7
3.	Business Management	1.8	3. 37	112	6.1
4.	Commercial Art	3.4	4. 70	42	2.3
5.	Retailing	.8	5. 18	22	1.2
6.	Salesmanship	1.4	6. 29	51	2.8
7.	Secretarial	23.2	7. 477	199	11.0
	None of the above	27.0	555		30.7

13. If you checked none in the above question, please write in what vocation or technical field would be of most use and value to you for further study.

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14. How do you feel about a community college for this area? Check as many answers as you feel apply.

		No.	%
1.	A community college would be my first choice.	1. 390	14.9
2.	I would go if I could not enroll in the college of my choice.	2. 684	26.2
3.	I would go if I could not get a full time job after I graduate from high school.	3. 215	8.2
4.	I would go to a community college, as I could get a part time job and have enough funds to continue my education.	4. 470	18.0
5.	I would go part-time in the evening program and work full time.	5. 157	6.0
6.	I would go part-time to a community college in the day program and work full time.	6. 93	3.5
7.	I would not like to go to a community college in this area.	7. 269	10.3
8.	I do not plan to take any more schooling after high school graduation.	8. 327	12.5

LEWIS AND CLARK EDUCATIONAL FOUNDATION
Parent Survey

Dear Parent:

The Community College Feasibility Survey Team would like to know year opinions about the advisability of establishing a community junior college in your area. As a parent of a high school student, would you take a few moments to answer several important questions that may effect the future education of your child?

The Lewis and Clark Educational Foundation is composed of education and civic leaders from your community and nearby areas. They are organized as a non-profit group to determine the need for an area community college. Such a college usually offers four types of education. College transfer, career-occupational, and continuing education programs, and community services.

We would appreciate your answers to the following questions. You do not need to sign your name.

Thank you,

The Survey Team

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1. Would you want your son or daughter to attend such a community college if it is established in your area?

Definitely Yes 545 *28%*
Probably Yes 1019 *52%*
Probably No 342 *17%*
Definitely 54 *3%*

2. What kind of community college program is it likely your child will enroll in?

First two years of college leading to a four year degree. 854 *47%*
Career-occupational program in technical, business, health, etc. 948 *53%*

3. Would your child attend college regardless of the establishment of a community college in your area?

Yes 1272 *72%*
No 483 *28%*

4. Would you or your wife or husband be interested in an adult or evening school type course?

Husband would 372 *24.6%*
Husband would probably not 1135 *75.3%*
Wife would 543 *32.8*
Wife would probably not 1109 *67.1%*

5. How do you feel about establishing a community college in this area?

Definitely favor 892 *47%*
Probably favor 520 *27%*
Uncertain 348 *18%*
Probably do not favor 61 *3%*
Definitely do not favor 85 *5%*

LEWIS AND CLARK EDUCATIONAL FOUNDATION

Area Resident Survey[1]

1. Sex of respondent.

Man	1672	*51.6*
Woman	1565	*48.4*

2. How many years of schooling have you completed?

Elementary	556	*17.4*
High School	1776	*55.8*
Beyond High School	444	*13.9*
College Degree	404	*12.7*

3. If you graduated from high school in the last five years, did you?

Go to work	492	*49.0*
Go to college	181	*18.0*
Get married	271	*27.0*
Other	60	*6.0*

(write in)

4. What kind of job do you have?

Professional	378	*12.7*
Technical	167	*5.7*
Skilled	445	*15.1*
Semi-skilled	391	*13.3*
Supervisory	263	*8.9*
Clerical	415	*14.1*
Other	870	*29.8*

(Housewives)
(write in)

5a. Have you enrolled in a self improvement class in the last five years?

Yes	1031	*32.6*
No	2126	*67.3*

5b. If yes, was it sponsored by

Public School	262	*28.6*
College	406	*44.3*
Private School	147	*16.0*
Other	101	*11.0*

(write in)

6. Would you probably enroll in an adult education program if a community college was established in this area?

Yes	1132	*35.3*
No	1232	*38.5*
Undecided	836	*26.2*

7a. Are you the parent of a school-aged child?

Yes	1827	*58.8*
No	1284	*41.2*

b. If yes, do you want your child (children) to attend college?

Yes	1781	*84.7*
No	82	*3.8*
Don't know	240	*11.5*

8. The new Illinois law encourages the creation of two-year community colleges in every part of the state. In view of this would you be in favor of establishing one in this area?

Yes	2435	*75.5*
No	271	*8.3*
Don't know	522	*16.2*
Other		

(write in)

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[1] Italics show percentages